

# Application for Federal Education Assistance (ED 424)



U.S. Department of Education

Form Approved  
OMB No. 1875-0106  
Exp. 11/30/2004

## Applicant Information

### 1. Name and Address

Legal Name: Briar Cliff University

Address: 3303 Rebecca Street

P.O. Box 2100

Sioux City

City

IA

State

Woodbury

County

51104

2100

ZIP Code + 4

### 2. Applicant's D-U-N-S Number

(b)(2)

### 3. Applicant's T-I-N 4 2 - 0 7 0 7 1 2 4

### 4. Catalog of Federal Domestic Assistance #: 84 - 0 3 1 A

Title: Strengthening Institutions Program

### 5. Project Director: Thomas V. Boeke

Address: Briar Cliff University

Sioux City

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Zip code + 4

Tel. #: (712) 279 - 5402 Fax #: (712) 279 - 1698

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## Application Information

### 9. Type of Submission:

PreApplication

Application

Construction

Construction

Non-Construction

X Non-Construction

### 10. Is application subject to review by Executive Order 12372 process?

X Yes (Date made available to the Executive Order 12372 process for review): 03 / 03 / 2003

No (If "No," check appropriate box below.)

Program is not covered by E.O. 12372.

Program has not been selected by State for review.

### 11. Proposed Project Dates: 10 / 01 / 2003 09 / 30 / 2008

Start Date:

End Date:

## Estimated Funding

14a. Federal \$ 363,291.00

b. Applicant \$ 0.00

c. State \$ 0.00

d. Local \$ 0.00

e. Other \$ 0.00

f. Program Income \$ 0.00

g. TOTAL \$ 363,291.00

## Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true

and correct. The document has been duly authorized by the governing body of the applicant

and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (Please type or print name clearly.)

Beverly A. Wharton

b. Title: President

c. Tel. #: (712) 279 - 5517 Fax #: (712) 279 - 5410

d. E-Mail Address: whartonb@briarcliff.edu

e. Signature of Authorized Representative

Beverly A. Wharton

Date: 3 / 3 / 03

Organizational Unit

**PO 31 A 03022 5**

6. Novice Applicant Yes No

7. Is the applicant delinquent on any Federal debt? Yes X No  
(If "Yes," attach an explanation.)

8. Type of Applicant (Enter appropriate letter in the box.) H

A - State

B - Local

C - Special District

D - Indian Tribe

E - Individual

F - Independent School District

G - Public College or University

H - Private, Non-profit College or University

I - Non-profit Organization

J - Private, Profit-Making Organization

K - Other (Specify):

12. Are any research activities involving human subjects planned at any time during the proposed project period?

Yes (Go to 12a.) X No (Go to item 13.)

12a. Are all the research activities proposed designated to be exempt from the regulations?

Yes (Provide Exemption(s) #):

No (Provide Assurance #):

13. Descriptive Title of Applicant's Project:

Maximizing Student Retention Through  
Assessment and the Creation of New  
Learning Environments

Continuation of ED 424 -

1. Total FALL 2000 FULL-TIME EQUIVALENT (FTE) students = 670
- a. Total market value of endowment fund at the end of 1999-2000. \$ 9,183,467
- b. Total expenditures for library material during 1999-2000. \$ 172,932

**Note: If contact person is different from person named in Item 4, please identify by providing name and phone number in this space.**

**Name:** \_\_\_\_\_

**Phone:** \_\_\_\_\_  
(area code) (number) (extension)

**PROJECT ABSTRACT**

Briar Cliff University, Sioux City, Iowa. Located in the agricultural heartland, founded in 1929, affiliated with the Roman Catholic Church with a distinctly Franciscan heritage, 4-year private, 994 undergraduate and graduate students and an operating budget of \$17,470,877 in the fall of 2002.

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Contact person: Thomas V. Boeke  
E-mail: boeket@briarcliff.edu

Title III Activity -- \$1,712,078 over five years. Maximizing Student Retention Through Assessment and the Creation of New Learning Environments. The proposed activity will develop and strengthen Briar Cliff University through a program that will result in increased student retention and persistence and financial stability. The program will:

- enrich and improve the learning environment by renovating and equipping laboratories and classrooms to foster a better teaching/learning environments;
- implement and coordinate co-curricular programming with the academic curriculum to provide a holistic education and enhance student success, and;
- implement a comprehensive assessment program.

Key goals and measures of success:

- student retention to the sophomore year will improve 5%;
- student persistence to graduation will improve 5% over pre-determined baseline measures; and,
- student learning will be measured and documented.

The budget for this activity involves:

	\$	%
Personnel and Benefits	381,966	23
Travel	20,100	1
Equipment	208,624	12
Supplies	420,427	25
Construction	426,211	25
Other	240,900	14

In addition, Project Management will incur expenses for Supplies (\$3,750), and Travel to Title III meetings (\$10,100) over the five years of the grant.

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## Table of Contents

### PART I: Overview of the Institution

INSTITUTIONAL NARRATIVE .....	2
COMPREHENSIVE DEVELOPMENT PLAN	
A. ANALYSIS OF STRENGTHS, WEAKNESSES, AND SIGNIFICANT PROBLEMS .....	7
Constituencies Involved and Processes Used to Analyze Strengths, Weaknesses, and Significant Problems .....	30
B. KEY OVERALL GOALS FOR THE INSTITUTION .....	32
C MEASURABLE OBJECTIVES FOR THE INSTITUTION .....	33
D INSTITUTIONALIZING PRACTICES & IMPROVEMENTS .....	36

### PART II: Development Grant Specifics

PRIOR TITLE III SUPPORT .....	40
ACTIVITY TITLE AND NARRATIVE .....	40
OBJECTIVES AND PERFORMANCE INDICATORS FORM .....	42
RELATIONSHIP OF ACTIVITY OBJECTIVES TO THE CDP .....	46
IMPLEMENTATION STRATEGY AND TIMETABLE .....	47
IMPLEMENTATION RATIONALE AND DESCRIPTION .....	55
KEY PERSONNEL .....	73
ACTIVITY BUDGET .....	81
PROJECT MANAGEMENT PLAN .....	88
EVALUATION PLAN .....	92
PROJECT MANAGEMENT BUDGET .....	96
SUMMARY BUDGET .....	98



## **INSTITUTIONAL NARRATIVE: BRIAR CLIFF UNIVERSITY**

In 1929, when briar patches covered a 175-foot hill located on the outskirts of Sioux City, Iowa, Briar Cliff College was dedicated and classes for 25 women began.

Founded by the Sisters of Saint Francis of Dubuque, Iowa, as a junior college for women, Briar Cliff College provided higher education and teacher preparation for the rural poor who made up the bulk of population within its service region. The College began offering a four-year liberal arts baccalaureate program in 1937 and received accreditation from the North Central Association of Colleges and Schools in 1945. In 1963 the College became separately incorporated, while retaining a sponsorship relationship with the Sisters of St. Francis. In 1966, with the admission of 150 full-time men, the College became coeducational. In addition to its liberal arts and sciences curriculum, the University offers professional programs to serve the needs of its students. The College officially became a university in June of 2001 and began offering Master's level programming.

### **Description of the Service Area**

Sioux City (pop. 85,013) is the industrial and commercial hub for an otherwise agricultural region extending outward for more than one hundred miles in all directions. The vast majority (over 80%) of Briar Cliff students come from communities and small towns throughout Iowa, Nebraska and South Dakota. Nearly 61% of students who attend Briar Cliff remain in or return to the tri-state community where they assume leadership roles in service agencies, nursing, teaching and businesses of the region.

### **Mission Statement**

The Board of Trustees most recently reaffirmed the institution's mission statement in

2000 when they voted to approve the University's Vision Statement and current Strategic Plan. The mission statement of Briar Cliff University is reproduced below (Briar Cliff University Catalog 2001-2003, p.9):

Briar Cliff University is a community committed to higher education within a liberal arts perspective. In the Franciscan tradition of service, caring and openness to all, Briar Cliff emphasizes quality education, combining a broad intellectual background with career development. The University challenges its members to grow in self-awareness and in their relationships to others and to God.

To fulfill this mission, the University has established a number of specific goals in the statement of purpose that relate to its activities as a community of learners, a community of persons, a community rooted in the Franciscan tradition, and as a community among communities.

#### **Level, Control and Affiliation**

The Higher Learning Commission of the North Central Association of Colleges and Secondary Schools accredits Briar Cliff as a degree-granting institution. It was re-accredited most recently in 1994, with the next accreditation visit expected in 2004-05.

The education program of the University is approved by the State Department of Education of Iowa for the certification of teachers. The social work program is accredited by the Council on Social Work Education at the undergraduate level. The nursing program is accredited by the National League for Nursing.

Briar Cliff's Board of Trustees has a maximum membership of 30 and a current membership of 24. Trustees meet four times a year to manage the affairs of the University, assuming legal responsibility to ensure the University fulfills the purpose for which it was established through its educational programs, leadership, and overall

operations. Mrs. Beverly Wharton, Interim President, was appointed from within the ranks of the Board of Trustees after the previous president announced his resignation in 2001. A nation-wide search to select the next president culminated with the naming of Mrs. Wharton as President in February 2003.

### **Characteristics of the Student Body**

Briar Cliff's mission provides focused attention to those currently underserved by post-secondary educational institutions. The 973 undergraduate students enrolled in fall 2002 represent a full-time equivalent of 884.4 students. Twenty-one graduate students were enrolled in the Master's program. The characteristics of the undergraduate students are shown in the table below. Largely because of below-average personal and family income levels, and the problematic rural economy of the area, many students who come to Briar Cliff lack the technological and cultural opportunities available to other students in this nation. For the 2002-03 academic year, 36 percent of Briar Cliff students are Pell Grant recipients. Ninety-four percent of all Briar Cliff students receive financial aid and 100 percent of full-time first-year students receive aid. An average of five to eight students each year lose financial aid eligibility due to consistently poor grade point averages over three terms.

For the past decade, Briar Cliff has hosted US Department of Education TRIO programs, including Upward Bound, Talent Search, and Student Support Services (SSS). In 1999-00, 263 students were first generation and low income. That number represents 30 percent of the total number of on-campus students that year. Combining the two-thirds of the eligible students who are both low-income and first generation or have a disability with the one-third who can be either low income or first generation

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Briar Cliff has a pool of 606 students (69% of our population) with some eligibility for SSS services. The SSS Program is funded to serve only 200 students. Consequently, some of our students who are admitted to the University are not eligible for SSS services.

Briar Cliff University Student Profile Fall 2002					
Full Time	782	80.4%	Ethnic Backgrounds:		
Part Time	191	19.6%	White, non-Hispanic	877	90.2%
Traditional Age	713	73.3%	Black	25	2.6%
Non-traditional Age	260	26.7%	Asian	13	1.3%
Male	401	41.2%	Hispanic	42	4.3%
Female	472	58.8%	Native American	12	1.2%
Off-campus	97	10.0%	Non-resident Alien	4	0.04%
First Generation	448	46.0%			
TOTAL Headcount	973	100.0%			

Continuing education students, nearly 30 percent of the student population, avail themselves of Briar Cliff's evening and weekend course offerings, its accelerated "ADVANCE" business administration degree program, and various degree-completion programs, offered in nine rural off-site locations in Northwest Iowa and on the Winnebago Indian Reservation in Nebraska. The students Briar Cliff serves at its off-campus sites are largely place-bound with very few opportunities available for face-to-face baccalaureate degree or degree-completion programming.

### **Characteristics of the Faculty and Academic Program**

Briar Cliff faculty members are the heart and soul of the University and are devoted to teaching. As of fall 2002, Briar Cliff University had 51.09 FTE teaching faculty members on full-time or part-time contracts, 61% of whom hold the highest degrees attainable in their fields of study. Thirty-one adjunct instructors were employed on-campus and at the off-campus sites. Including adjunct instructors, Briar Cliff employs

55.05 FTE faculty members. Seventeen professors hold dual appointments in both Briar Cliff Schools for Undergraduate Studies and Continuing and Graduate Studies.

As of Term Two, 2002-03, Briar Cliff's student/faculty ratio is 12:1.

The undergraduate academic year consists of three ten-week terms, two one-week intensive sessions, and two five-week summer sessions.

The University offers majors in 34 fields of study, and confers the Masters of Arts in Education, the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, and Bachelor of Science in Social Work degrees, as well as the Associate of Arts degrees in Liberal Arts and Theology.

**Briar Cliff University Major Undergraduate Fields of Study**

<b>Accounting</b> <b>Art</b> <b>Biology</b> <b>Business Administration</b> <b>Chemistry</b> <b>Computer Information Systems</b> <b>Criminal Justice</b> <b>Education</b> <b>Elementary Education</b> <b>English</b> <b>Environmental Science</b> <b>Graphic Design</b>	<b>Health, Physical Education, and Recreation History</b> <b>Human Resource Management</b> <b>Liberal Arts</b> <b>Mass Communications</b> <b>Management Information Systems</b> <b>Mathematics</b> <b>Medical Technology</b> <b>Music</b> <b>New Media</b> <b>Nursing</b>	<b>Political Science</b> <b>Psychology</b> <b>Radiologic Technology</b> <b>Secondary Education</b> <b>Social Research</b> <b>Social Work</b> <b>Spanish</b> <b>Special Education</b> <b>Sports Science</b> <b>Theatre</b> <b>Theology</b> <b>Writing</b>
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Interdepartmental majors are also offered, as are pre-professional programs in 11 areas of study: Church Ministry; Dentistry; Engineering; Law; Medicine; Medical Technology; Pharmacy; Physical Therapy; Physician's Assistant; Radiological Technology; and, Veterinary Medicine.

**A. Analysis of Institutional Strengths, Weaknesses and Significant Problems and Description of Analysis Process**

*Reader's Questions:* To what extent does the institution clearly and comprehensively analyze the strengths, weaknesses, and significant problems of its academic programs, institutional management, and fiscal stability? To what extent does the information about the strengths, weaknesses and significant problems result from a process that involved major constituencies of the institution?

The strengths, weaknesses, and problems discussed here were identified by a comprehensive and inclusive process described on pages 30-32. These processes have revealed that the problems facing the University are interrelated and have a direct bearing on the institution's ability to achieve its goals, objectives, and attain financial stability. If left unaddressed, these problems will impair the University's ability to move forward, optimize its growth and reach self sufficiency.

**Strengths in Academic Programs**

- **Briar Cliff's liberal arts and professional curricula are transforming, rigorous, and highly regarded.** Briar Cliff is an institution committed to teaching and learning. We are a teaching university, not a research university. The liberal education curriculum is designed to enable students to exercise and apply the skills of critical analysis, logical thinking, and problem solving. Students take courses that help them become sophisticated in the use and manipulation of numeric and scientific data. Students take courses that will help them understand and apply information technology. They take courses in theology and moral decision-making. The liberal education curriculum helps them develop a knowledge of and appreciation for artistic expression and scientific modes of thought as a means of understanding the physical world, human behavior, and social institutions. The

curriculum is designed to help the student gain a comprehensive understanding of the historical development of the human community and its social and cultural forms. Finally, the two required freshman courses (LIBA 101 and LIBA 102) attempt to impart an awareness of the interconnectedness of all knowledge and to form a basis for intellectual and social interaction among students.

The majority of Briar Cliff's students major in one of several professional fields. These majors include nursing, social work, mass communications, new media, graphic design, business administration, human resource management, accounting, health, physical education & recreation, sports science, and secondary, elementary, and special education. Another fairly large group of students major in biology, history, political science and psychology and are prepared for careers in medicine, dentistry, veterinary medicine, or professional counseling. The data from the Career Counseling Center and from various academic departments reveal that our students are routinely hired soon after graduation or attend graduate or professional school. Surveys of Briar Cliff students and alumni and other anecdotal information consistently indicate that the academic curriculum at Briar Cliff University is rigorous. Recently the President heard from a transfer student who said, "I was at Briar Cliff for one year before transferring to Iowa State University. The academic work there was easier than at Briar Cliff."

- **The number of off-site degree programs and articulation agreements have expanded and reached an all-time high enrollment in winter 2002.** The University honors a long-standing commitment to providing degree programming for traditional age and continuing education students in its rural service area. In 1986,

the University extended its RN-to-BSN completion programs to include Storm Lake and Sioux Center, Iowa. Since then, the University has offered five additional degree and degree completion programs in nine additional communities. In fall 2001, a new articulation agreement with Little Priest Tribal College in Winnebago, Nebraska, established a baccalaureate completion program for the nursing students on this Native American reservation. Articulation agreements between Briar Cliff and Northwestern and Dordt Colleges were initialed in 2001 and 2002 to allow students from the latter two institutions to be awarded a BSN degree at Briar Cliff. Negotiations to establish a RN-BSN degree completion program at Mercy Medical Center in Sioux City were concluded in late January 2003.

- **Briar Cliff faculty are excellent academic advisors.** Academic advising is critical to the success of all students. Several studies, including the Noel-Levitz Student Satisfaction Inventory (SSI) published in July 2002, indicate widespread student satisfaction with their academic advisors. Student satisfaction with academic advising at Briar Cliff exceeded that of other four-year private institutions to a statistically significant degree at the .05 level.
- **Briar Cliff employs faculty members who have remained at the institution over time and are dedicated to the mission of the University.** Significantly more than half (37) of Briar Cliff faculty has been employed at the University for ten years or more. The normal teaching load for Briar Cliff faculty is 24 credit hours per academic year. Indicative of their dedication to the institution is the fact that during the 2001-02 academic year, faculty members agreed to accept a 27 credit hour teaching load. They did so voluntarily in order to reduce the size of the budget



deficit for that academic year. Students confirmed in the SSI that “very nearly all of the faculty are knowledgeable in their field.” The results indicated that Briar Cliff students’ responses were significantly above the national sample at the .05 level.

- **Faculty are involved in creative student persistence strategies.** For the past three years, Briar Cliff has researched and developed new strategies targeting at-risk students in an effort to identify the reasons that account for Briar Cliff students’ decisions not to persist. In 2002, the provost convened a task force in an attempt to retain students who appeared to be on the verge of leaving. That task force involved a number of faculty and has implemented a new early warning system; implemented strategies to involve new students quickly into the life of the University; implemented a developmental program of academic advising; conducted new student orientation programs; and, assigned new students to the residence halls in ways intended to enhance student learning through learning communities.

These efforts to identify and address the reasons for students’ lack of persistence continue. Although Briar Cliff has not yet been successful in determining clear patterns that account for its low persistence and retention rates, these low rates are, undoubtedly, the result of a complex set of variables. Therefore, the University is pursuing a multifaceted approach in its development of persistence strategies. For example, the Provost’s Council is actively considering the following strategies:

- hiring a full-time director of a skills lab to provide assistance with mathematics, writing, study skills, tutoring, etc.;
- increasing the number of first-year level courses, and decreasing the maximum enrollment in these courses so students get the attention they need early;

- creating an honors program for high-achieving students in the form of seminars dealing with great ideas and their connections to current-day issues;
- creating an active study abroad program;
- registering first-year students first, not last;
- allowing only first and second year students to take 100-level general education courses;
- improving assessment of student skills before they are advised; identifying 100-level courses in which first-term students struggle, and insuring advisors are selective in allowing under prepared first-term students into those courses; and,
- instituting a semester system to give students more time to grasp the complexities involved in college-level learning.

In the fall of 2002, Briar Cliff experimented with a new housing initiative to encourage student persistence through co-curricular integration of academic work. This initiative was modeled on and developed through collaboration with Cornell College (Mount Vernon, IA) whose residence-based interest groups emerge from student developed mission statements. Briar Cliff students were invited to join this experiment by choosing to reside in an Art House, situated in one of the residence halls. Students are benefiting from special programming, intensified out-of-class interactions with faculty including special field trips and the camaraderie of living with like-minded peers. By all accounts, the Art House has achieved tremendous success with 11 students and 2 faculty members sharing new experiences related to their profession, avocation, intended or major field of study, both in and outside the classroom. Other students have expressed interest in Houses dedicated to Health/Wellness Lifestyles, Service

and Spirituality, Environmental Science, Honor Studies, Creative Writing and Theatre.

### **Weaknesses in Academic Programs**

- **Authors of the University's 1994 North Central Association accreditation report expressed "significant concerns" regarding assessment of student academic achievement, stating that assessment data need to "be used to improve the quality of academic programs."** Further, they noted, "there does not seem to be the multidimensional character of assessment across the broad area of general education to determine whether or not students have met the general education objectives and goals." Following the last accreditation visit, Briar Cliff's assessment process was changed. However, the faculty was nearly unanimous in describing the process that ensued as constituting little more than a paper-producing, shelf-filling effort for which they took little ownership. With a re-accreditation visit from the Higher Learning Commission of the North Central Association scheduled for 2004-05, the University is faced with new criteria, one of which deals with assessment of student learning outcomes and a faculty who are largely unfamiliar with current standards or assessment strategies.
- **Briar Cliff's academic programs are not well integrated with student's life outside the classroom.** There are personnel at the University who are responsible for key programs for new students, such as orientation, new student advising, tutoring, the quality of residence life, student activities, and the first-year Liberal Arts sequence of courses. However, these activities are not coordinated and many are not supported with sound data collection or analysis. Further, with the exception of the Art House, Briar Cliff has yet to integrate the academic curriculum

with residence hall living or programs via co-curricular programming. Students need to experience connections between their studies in class and life outside the classroom. The University recognizes that students persist when they receive a holistic education. The University also acknowledges that persistence is not a goal. It is, rather, an outcome of providing such a holistic, curricular and co-curricular environment for its students.

- **There are questions surrounding the required two-course first-year program, LIBA 101 and LIBA 102.** The LIBA 101 and 102 courses were first introduced into the curriculum in the early 1970s. "LIBA 101: The Human Person" confronts students with a series of seminal and eternal questions. What is human nature? What are the origins of the human race? What does it mean to be an individual person and a member of the human species? "LIBA 102: The Human Community" raises similar questions about what it means to live in a world with other persons, about the social, political and economic circumstances of our world, and how we can shape the future of humanity. These courses are team-taught and interdisciplinary. While there is universal agreement on campus about the importance of imparting a liberal education to students, there is considerable concern on the part of some faculty and administrators about these courses. The issue appears to turn on whether contemporary students are capable of struggling with the daunting abstractions and complexities raised in these courses in the first two terms of their first year in college. Students who entered college 20-25 years ago, it is argued, were better prepared and more capable of engaging in critical analysis. One suggestion is that certain students do not persist because of their real or alleged

frustrations with these courses. Lacking a rigorous assessment program, we cannot answer these questions as well as we might wish. In February 2003, a task force recommended that the faculty implement substantive changes in these courses.

- **Nursing and Science facilities are substandard.** In their exit reports, issued in 2001 and 2002 respectively, both the National League for Nursing and the Iowa Board of Nursing teams strongly recommended that we enrich our current nursing laboratory relative to its size, equipment and learning resources. Biology and Nursing rank among Briar Cliff's largest majors. Both Biology and Nursing rely heavily on Chemistry courses to complete requirements for their respective degrees. Biology, Chemistry, and Nursing laboratories are out-of-date and impair effective teaching and learning. The General Biology laboratory is a 50-year-old facility. It is uncomfortable and unattractive. The Chemistry laboratories are as outdated and depressing as the Biology laboratories and, although the Nursing laboratory was last remodeled in 1994, it is wholly inadequate to prepare today's learners for success in our nation's complex, dynamic and technologically enriched health care environment. The science and nursing programs are significant strengths of the University. Briar Cliff has been known for these programs for decades. In order for the University to continue to attract and retain these students, Briar Cliff must address the problems associated with these laboratories.
- **Student persistence and retention levels at Briar Cliff are a serious concern, both philosophically and financially.** Because student tuition and fees generate 84% of University revenues, retention of students is essential to its fiscal stability. Last year the average graduation rate for private colleges and universities in Iowa

was 55%. The ten-year pattern for Briar Cliff reveals an average 44% of students graduate in 4 years. The average first-to-second year retention rate in Iowa's independent colleges and universities is 73%. Briar Cliff's ten-year history reveals that only 69.5% of its first-year students persist into the sophomore year. Briar Cliff recognizes that it must redouble its efforts to assess and improve a multi-faceted program to address this complex, persistent and critical problem.

### **Analysis of Significant Problems in Academic Programs**

- **Student retention and persistence rates are too low.**

Briar Cliff is committed to the education of a student body that is educationally, socially, racially, and economically diverse. Some students admitted to Briar Cliff have promise, yet bring with them educational weaknesses. Persistence indicators throughout the literature suggest that under-prepared students represent a large percentage of students who do not persist. Briar Cliff is also aware that some students are encouraged by parents to attend a small private university because they are unsure of their child's ability to succeed in a larger institution. For Briar Cliff, the lost revenue represented by students who leave during or after their first year presents an enormous burden.

Note in the table that follows on the next page that only 39.5% of the 1996-97 cohort graduated in four years. The 1997-98 cohort graduated 45.45% in four years and the 1998-99 graduated 41.71%. Briar Cliff retained only 62.3% of the 2000-01 cohort to the second term of the second year and only 68.56% of the 2001-02 cohort into the second term of the second year. The 2002-03 cohort witnessed a record high enrollment of 248 students. Nevertheless, more than 8 percent of that

number (21 students) did not persist from Term I to Term II. Over a ten-year period, 5.18% first-year students did not persist from Term II to Term III. This year, forty-two first-year students are on academic probation upon the completion of Term I.

**Briar Cliff Cohort Retention and Persistence to Graduation**

Status	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-2003
First Year	N=174	N=161	N=152	N=172	N=161	N=185	N=155	N=187	N=154	N=194	N=194	N=248
Term I	167	156	152	171	161	184	152	187	154	194	194	246
Term II	90.3%(71.5%)	96.30%	92.10%	97.10%	90.70%	88.60%	92.90%	87.10%	93.50%	96.90%	93.30%	91.94%
Term III	85.60%	88.20%	88.20%	91.30%	84.50%	81.60%	87.10%	85.00%	88.30%	90.70%	91.76%	
Sophomore												
Term I	66.10%	71.40%	70.40%	73.90%	72.00%	65.40%	74.80%	67.90%	65.60%	67.53%	70.10%	
Term II	61.50%	65.80%	64.50%	72.10%	69.60%	63.20%	72.30%	62.00%	59.70%	62.37%	68.56%	
Term III	57.50%	65.20%	64.50%	69.20%	66.50%	58.90%	69.00%	63.10%	62.30%	63.92%		
Junior												
Term I	48.90%	60.20%	58.60%	62.80%	57.10%	52.40%	62.60%	57.80%	57.14%	53.09%		
Term II	45.40%	59.70%	57.80%	58.10%	54.00%	50.50%	61.30%	55.60%	55.19%	51.55%		
Term III	43.70%	59.70%	57.80%	55.80%	55.90%	50.00%	60.00%	55.60%	56.50%			
Senior												
Term I	43.10%	59.60%	56.60%	57.00%	56.50%	47.70%	56.80%	54.55%	53.25%			
Term II	40.20%	54.70%	55.90%	55.10%	54.00%	45.40%	56.80%	49.73%	51.95%			
Term III	39.10%	52.80%	54.00%	47.60%	52.20%	45.90%	48.60%	55.08%				
Graduated within 4 years	39.10%	46.70%	53.30%	47.10%	44.00%	39.50%	45.45%	41.71%				
Graduated within 5 years	5.80%	0.80%	6.20%	2.90%	3.10%	3.78%	5.81%					
Graduated after 6 years						1.08%						

Assuming historical patterns are repeated, 75 first-year students, or 30% or more of the 2002-03 cohort will not persist into their sophomore year. The forces that impel a majority of our students to leave are stronger than the forces that compel them to stay.

- **The University conducts little assessment of student learning outcomes.**

Therefore, the University cannot verify that it is meeting its goals and program objectives to improve student learning. Currently, multiple offices and personnel with limited expertise share assessment responsibilities. Individual projects are

typically addressed *ad hoc*, without university-wide coordination, consistent quality, or communication of results. As such, the ability to analyze student-learning outcomes and seek connections on an on-going basis is essentially non-existent.

The North Central Association's newly refocused criteria and their previously expressed concern about assessment at Briar Cliff have placed heightened urgency on this problem. Briar Cliff understands the critical role a well-developed academic assessment program can contribute in insuring improved learning and student success. Briar Cliff recognizes that it must strive to create a culture of assessment and acquire the resources needed to develop this important initiative. Briar Cliff is challenged to develop an assessment culture that is pervasive, ongoing, structurally driven, embedded in its curriculum, internally motivated and directed toward the accomplishment of a learner-centered institution. Left unaddressed, Briar Cliff will not be able to assert its excellence, engage intelligently in continual program improvement or create a learner-centered campus. In a society that expects institutional accountability, Briar Cliff may not be able to survive as a successful and viable institution without such an assessment program.

### **Strengths in Institutional Management**

- **Over the last three years, new leadership in the Enrollment Management Office and redesigned enrollment management strategies have contributed to an increase of over 20% in first-year students.** The new admissions system Briar Cliff has adopted has doubled our application pool. The system links discounts to the admissions process rather than to financial aid. The recruitment system is multi-faceted and involves telemarketing, a direct mail campaign and the recruitment of



students with desired backgrounds. In fall 2002, the incoming cohort class numbered 248, the largest incoming class since 1984. The new class also represents greater geographical and multicultural diversity than recent years. This fall, Briar Cliff welcomed students from 27 states and saw a 21.4% increase in the multicultural component of the first-year class over the previous year. Overall FTE enrollment at the beginning of the 2002-03 academic year for undergraduate students was 884.4 students, a 6.72% increase over last year. Residence hall occupancy increased 19% to 524 students, up from 440 last year. Residence hall students constitute 67% of all full-time students.

- **The technology infrastructure on campus is well developed and influential in institutional management and service provision.** Briar Cliff's computer network has extended to include all the offices, classrooms, computer labs, and residence hall rooms. The network supports a full, integrated, standardized, and carefully managed array of services on a backbone that currently launches from a Gigabyte hub with a minimum of 100-Megabyte uplinks over a fiber backbone to buildings across the campus. The influence of technology has positively affected the intellectual life of this institution. It has also improved processes affecting student services and operational management at the University as well.
- **Significant resources have been expended to construct a student center and improve residence hall facilities.** The \$6 million Stark Student Center opened in fall 2000 bringing 43,350 square feet of new facilities and expanded services on-line. The new facility provides varied dining areas for casual to formal occasions; a food court; an art gallery; an expanded book store; a lounge; a game area; a

performance area with a permanent stage and lighting system; a reception area; a computer lab; and, a mailroom. Briar Cliff also engaged in an intensive maintenance program in the residence halls adding new carpeting, ceiling tiles, paint and grout work, signage, building lighting, and access control system upgrades. Regulations and policies affecting residence life were adjusted and new residence hall programming was developed to improve students' campus life experience.

### **Weaknesses in Institutional Management**

- **The overall physical learning environment in the University's 1930 vintage main academic building, Heelan Hall, impairs classroom learning, and presents a run-down appearance.** The suitability, appearance, and comfort of classrooms, laboratories, furnishings, and equipment in Briar Cliff's main academic facility no longer conform to faculty needs or student expectations. "Soooo old!" is how one student leader characterized Heelan Hall classrooms and laboratories. Briar Cliff finds itself lagging behind nearby private colleges in providing students access to modern and up-to-date learning facilities. Briar Cliff's current fundraising campaign is expected to be completed in 2006. The Board of Trustees does not expect a capital campaign to renovate Heelan Hall to begin until 2007-08 or beyond. However, students and faculty indicate that improvements in classrooms and laboratories can wait no longer. Briar Cliff finds itself at a time-critical moment with insufficient resources and with a conviction that new resources will have a measurable impact and immediately turn a critical problem into an asset.
- **Not enough of Briar Cliff's classrooms are technologically equipped.** The Registrar confirms that faculty contention for use of the University's technologically

equipped classrooms continues to grow unabated. Faculty surveys and department chairperson meeting agenda items consistently indicate that Briar Cliff needs 6-8 more technologically equipped classrooms. An increasing number of faculty members express the need to incorporate changes in their courses and teaching practices. Many want to do this by integrating technology into their classes and encouraging students to use technology for their presentations. Faculty who were early adopters of computer technology also feel hampered by the growing contention for "their" technologically equipped classrooms.

- **The Biology laboratories are out-of-date.** The General Biology laboratory has not been significantly updated in over thirty years. Its laboratory tables have old wooden tops that pose safety issues. Students sit on hard stools with no back support for two and one half hours. The Human Physiology lab is equipped with a thirty-year-old physiograph to instruct students in electrocardiograms (ECG) and other aspects of physiology. Nursing students, sports science, and biology majors with an allied health emphasis all work in this laboratory and are effectively unable to record and interpret ECGs as they would in modern health care and research facilities. Due to the lack of modern instrumentation, Briar Cliff faculty do not offer lab sections for either genetics or molecular biology courses. Microscopes in use are thirty-year-old monocular models, hampering microbiology and histology students, whose binocular microscopy skills will be expected in today's graduate programs, industry, and medical facilities. Microbiology and molecular biology require high quality water. Currently, water from the chemistry department is transported to the biology department and stored. Microorganisms can grow in stored water, lessening the

water quality.

**The Chemistry laboratories are ill configured and out-of-date.** The sizes and condition of the chemistry laboratories and instrumentation that support all Briar Cliff science and nursing students are also sub par. The General Chemistry Lab was renovated in 1986, while the large Organic Chemistry Lab was remodeled in the 1960s. A small Instrumentation Lab contains electrical wires dangling from the ceiling and cabinets so warped they no longer close. Although important instrumentation purchases, such as a scanning UV-visible spectrophotometer, have been made over the past ten years, students in qualitative analysis courses cannot solve for unknowns, due to the lack of a mass spectrometer. The Instrumentation Lab is also not compatible with modern instrumentation because it lacks required electrical connections and computer-networking infrastructure.

- **The Nursing laboratory is too small and out-of-date.** Both the National League for Nursing Accrediting Commission and the Iowa Board of Nursing strongly recommended that Briar Cliff enrich this laboratory relative to size, equipment, and learning resources (*Iowa Board of Nursing Site Visit Exit Report, 2002; National League for Nursing Accrediting Commission Site Visit Exit Report, 2000*). These recommendations were based on both greater student needs due to increased enrollment in Nursing and inadequate laboratory size, equipment and learning resources. In western Iowa, where only 15% of practicing nurses hold a BSN degree, Briar Cliff is the only institution to offer a face-to-face off-campus RN-BSN program while also offering a basic 4-year BSN, and a 3-year LPN-BSN program. Briar Cliff's recent articulation agreements with Dordt and Northwestern Colleges,

Mercy Medical Center, and Little Priest Tribal College are expected to increase enrollments. Although the Nursing laboratory was remodeled in 1994, it remains too small and poorly equipped to prepare today's learners for success in a complex, dynamic, and technologically enriched health care environment.

- **Existing classroom furnishings prevent flexibility to support collaborative learning.** The overall classroom furnishings are outdated and not conducive to current teaching strategies. Students arrive expecting collaborative learning, team/group work, and flexibility in teaching/learning activities which require modern classrooms that can be configured in various ways. Many classrooms in Heelan Hall contain the original furniture that was adequate in the 1930s and 1940s, but present challenges for education today. Briar Cliff is committed to addressing this problem and will apply operational funds over the next four years to upgrade classroom furnishings.

#### **Significant Problems for Institutional Management**

- **An underdeveloped institutional research program does not provide adequate measures of institutional effectiveness.** Research and assessment as an on-going process that can improve institutional effectiveness does not now exist at Briar Cliff. There is no one office charged with gathering and sharing institution-wide data that could be used to measure, analyze, set baselines and create goals to improve university-wide effectiveness. Although institutional research does take place in many programs and offices of the institution, it is not produced on a regular basis and is not collected or analyzed from an institutional perspective. Members of the Self Study Steering Committee report they are encountering significant difficulties in

collecting data needed for that report. The extent and quality of information about student life activities and programming, athletics, food service, the physical plant, the bookstore, and other indicators of institutional effectiveness varies widely. As the North Central Association team noted nearly ten years ago in its report to Briar Cliff, the linkages between outcome data and program or departmental planning are "generally underdeveloped." This remains true today. Institutional research has neither been systematically gathered nor effectively incorporated into planning for improved institutional effectiveness. Briar Cliff can wait no longer to develop a comprehensive institutional research program.

- **Briar Cliff's main academic facility is old, in need of renovation, and is inadequately equipped.** Heelan Hall represents a significant asset for the University as well as being historically important. Although it is well built and well maintained, the spaces in Heelan Hall are run-down in appearance and manifest the accumulated results of uncoordinated, space-by-space reassignments. After the passage of seven decades, critical building systems are in need of upgrading or replacement. In particular, Briar Cliff's science labs, which occupy over two thirds of the second floor, are out-of-date. The University's First-Year Major Intention Report expresses the academic and career intentions of incoming first-year students. Nearly one-third (32.6%) of this year's first-year students indicated an interest in majoring in a field of study that will require coursework in one or more of Briar Cliff's science laboratories. This is up 7.2% from Fall 2001 and is expected to rise, given recent and pending nursing program partnerships and articulation agreements. Competitive pressures and the changing health care workplace combined with

increasing numbers of science students create a critical situation for Briar Cliff.

The University has equipped over a dozen classrooms with a variety of digital tools. Nevertheless, faculty who were early adopters of information technology encounter competition for use of the most comprehensively equipped of these classrooms. Other faculty members are put off by inconsistencies in classroom equipment installations and the need to acclimate themselves to each new classroom environment. The Development Committee of the Board of Trustees has focused on the need to renovate Heelan Hall. Students and prospective students must perceive the on-campus environment as modern and at a par with other area institutions' facilities. This is essential if Briar Cliff is to maintain student satisfaction and manage and grow enrollment.

### **Strengths in Fiscal Stability**

- **The University's Annual Scholarship Fund continues to be successful.** The success of the Annual Scholarship Fund is shown in the table below.

Annual Scholarship Fund 1997-2002

1997-98	1998-99	1999-2000	2000-01	2001-02
497,719	412,767	802,742	1,061,971	772,827

The 2000-01 goal was exceeded due to two unexpected and generous bequests.

- **The University successfully refunded its 1999B variable rate, tax-exempt bonds with a fixed rate, tax-exempt issue in 2002.** In 1999, during construction of the Stark Student Center, Briar Cliff was required to assume a \$7.3 million debt to cover construction costs while campaign pledges were being received. Refunding the 1999B variable rate bonds released restrictions on the University's investment

portfolio and relieved the burden of maintaining the level of investments required by a bank letter of credit during a period of significant market declines. The 2002 issue is secured by a mortgage on real property that is not subject to similar market value swings. In addition, the 2002 issue has a fixed rate of 5.14%. Securing a fixed rate will protect the University from interest rate fluctuations over the 15-year term of the bonds. Finally, the refunding will result in an estimated reduction in debt service fees of approximately \$38,000 per year.

#### **Weaknesses in Fiscal Stability**

- **Briar Cliff is approximately 20% more dependent on tuition and fees than similar private colleges and universities.** According to Briar Cliff's 2001 ratio analysis, 84% of operating revenues were generated from tuition and fees. That percent remains the same in 2002-03. Tuition and fees as a percent of total current fund revenues for similar institutions, as reported in 1998 by the National Association of College and University Business Officers (NACUBO), averaged 47%. Enrollment is the major source of revenue for the University. Therefore, fluctuations in enrollment have a significant impact on the resources available for Briar Cliff to reshape and develop programs that respond to student needs.
- **Strong measures have been required to balance the budget.** One of the University's primary goals is to operate within a balanced budget. The institution has always faced pressure to contain costs and remain affordable. Four years of deficits caused by declining enrollment and non-existent investment returns have presented significant challenges, as indicated in the chart below.



Fiscal Year	1997-98	1998-99	1999-00	2000-01	2001-02
FTE Enrollment	823	787	783	756	781
Total Revenues	\$ 14,056,567	\$ 13,023,253	\$ 12,719,618	\$ 11,188,330	\$ 12,974,035
Endowment Transfer	\$ 660,504	\$ 740,842	\$ 1,371,748	\$ -	\$ -
Investment Income (Loss)	\$ 56,004	\$ (295,264)	\$ (339,014)	\$ 79,376	\$ (669,351)

The University imposed cuts in operating budgets and offered no increase in faculty and staff salaries in 1999-00 and 2001-02. The faculty agreed to increase their teaching load from 24 to 27 credit hours in 2001-02. As a result of these budget deficit reduction measures, education and general expenses have not kept pace with inflation. Salary levels, which have traditionally been lower than peer institutions, have fallen further behind, as indicated in the chart below.

Fiscal Year	1997-98	1998-99	1999-00	2000-01	2001-02
Education & General Expenses	\$9,863,359	\$10,238,085	\$ 9,994,041	\$10,009,455	\$ 9,933,786
% Increase (Decrease) Per Year in Education and General Expenses	4.0%	3.0%	(2.0%)	0.0%	0.0%
% Increase Per Year in Salaries	6.0%	1.6%	0.0%	3.0%	0.0%
% Increase Per Year in CPI	1.7%	2.1%	3.2%	3.6%	1.2%

The University clearly finds itself in a position where identifying and applying additional resources is vitally important.

- **In November 1999, Briar Cliff took on an additional indebtedness of \$7.3 million to fund construction of the Stark Student Center facility and other projects.** This additional indebtedness resulted in an increase in the University's annual debt service of over \$500,000 per year. The additional financial burden created by this increase in debt service came at a time when Briar Cliff's revenues were decreasing.

Fiscal Year	1997-98	1998-99	1999-00	2000-01	2001-02
Total Revenues	\$ 14,056,567	\$ 13,023,253	\$ 12,719,618	\$ 11,188,330	\$ 12,974,035
Total Debt Service & Fees	\$ 708,801	\$ 695,512	\$ 1,104,140	\$ 1,102,796	\$ 1,312,905

University officers and Trustees are well aware that extraordinary fundraising, careful oversight and management are required in response to the significant shifts in the marketplace that have occurred since that time.

- Briar Cliff's endowment is not sufficient to provide significant programmatic assistance.** Without sufficient endowment, the University must rely primarily on operating revenue. The most recent audit report dated May 31, 2002, indicates that the market value of Briar Cliff's investment portfolio totaled \$7.3 million. Using an average rate of return of 7.5%, the University can expect an average return of \$547,500 per year on its investments. This represents approximately 4% of total revenues. In comparison, the median endowment investment return for similar small private four-year institutions is 12% of total revenues, based on NACUBO's "Comparative Financial Statistics for Small Independent Four-Year Institutions: Fiscal Year 1998." Although Briar Cliff's portfolio has suffered along with those of most other institutions in the market conditions of the past three years, Briar Cliff finds itself trailing even further behind in its goal to establish an endowment equal to at least three times its annual operating budget, or \$51 million.
- Briar Cliff receives less support from private gifts and grants than the majority of similar sized institutions, and alumni support is below par.** From 1989-1998 an average of 9.8% of the educational and general expenditures was covered by private gifts and grants, reaching 17.8% in 1997. The University is still relatively young and its oldest alumni are either homemakers or are in service professions,

such as social work, nursing or education, limiting their ability to give. Only 22% of Briar Cliff alumni make gifts annually, while the national average for similar institutions is approximately 32%. The average number of alumni donors participating in Briar Cliff's Annual Fund is 1,672. To increase income from gifts, the Office of Institutional Advancement is focused on identifying new sources and on expanding Briar Cliff's base of regular alumni donors.

- **Briar Cliff has low faculty salaries.** Briar Cliff ranks last in faculty salaries in comparison to peer Iowa institutions. The table below shows the particulars.

Average Salary 2001-02 Academic Year

Institution	Rank Order	Professor	Rank Order	Assoc. Professor	Rank Order	Assist. Professor	Rank Order	Instructor
Simpson College	1	60,500	1	48,700	2	43,600	2	37,600
Dordt College	2	56,700	5	45,300	1	43,700	3	35,700
Central College	3	55,000	2	47,800	4	40,300	-	-
Saint Ambrose University	4	54,700	3	45,800	3	41,200	1	39,100
Northwestern College	5	52,700	4	45,500	5	39,400	4	33,200
Loras College	6	51,600	6	44,300	7	38,700	-	-
Mount Mercy College	7	49,900	7	43,000	6	38,900	-	-
Morningside College	8	46,800	8	41,200	6	38,900	6	32,600
<b>BRIAR CLIFF UNIVERSITY</b>	<b>9</b>	<b>40,900</b>	<b>9</b>	<b>36,900</b>	<b>9</b>	<b>34,100</b>	<b>5</b>	<b>32,800</b>
Average		52,089		44,278		39,867		35,167
Median		52,700		45,300		39,400		35,700
Difference from Average		11,189		7,378		5,767		2,367
Difference from Median		11,800		8,400		5,300		2,900

Briar Cliff salaries have been historically low. Again, the problem stems from the University's high tuition dependence, high indebtedness, and high attrition rates.

### **Analysis of Significant Problems in Fiscal Stability**

An extensive process throughout 2002, involving the President, the Vice President of Business and Finance, and the Board of Trustees led to the conclusion that Briar Cliff's fiscal instability can be attributed to the following major factors:

- **Briar Cliff's annual debt service of approximately \$1.2 million per year has made it difficult to balance annual budgets.** This debt helps account for Briar Cliff's low salaries. It accounts for delayed maintenance. It has delayed the purchase of modern science instruments, nursing equipment, information technology, and more. In short, the budget situation has stalled Briar Cliff's ability to undertake significant improvements in the campus living-learning environment. It has impaired the institution's ability to launch a robust assessment initiative that research shows can transform the learning climate and positively affect student learning and persistence and help stabilize the University's annual budget. Briar Cliff is working diligently to offset this debt, with \$2,416,366 in gifts and pledges raised toward a \$5 million goal in the current debt-reduction campaign, "To Strengthen Briar Cliff." However, the University clearly cannot afford to delay the programs discussed in this proposal and to initiate new projects.
- **Briar Cliff's endowment is too small.** At just over \$7 million, Briar Cliff's endowment and investment fund is woefully inadequate to reduce its dependence on tuition and alleviate the persistent strain that non-returning students place on the annual budget. For an institution that has minimal endowment and few additional sources of revenue, a moderate decline in enrollment has a significant fiscal impact. Dependence on tuition revenues places Briar Cliff in a critical bind. The University is dedicated to ensuring access to affordable higher education for needy students in its region. Yet this very commitment works counter to the University's academic and co-curricular development plans. Briar Cliff receives less in gifts and grants than similar institutions and realizes it must redouble its efforts to seek additional sources

of support. Briar Cliff remains focused on debt reduction through the current campaign.

### **Constituencies Involved and Processes Used to Analyze Strengths, Weaknesses, and Problems**

The strengths, weaknesses and significant problems presented above were identified and analyzed during comprehensive planning processes that involved various constituencies over the past four years. These processes, and the development and implementation of plans, are on going. It is through these processes that the University has identified, defined, and analyzed institutional strengths, weaknesses, and problems and developed goals, objectives, and strategies to address problems and weaknesses. Three circumstances coalesced in 1999-00 to precipitate a new participatory planning process for the University:

1. a new president was hired and began a process, as his first task, to define a Vision for the future of Briar Cliff;
2. a strategic plan needed to be developed with full constituency involvement to transform the Vision into reality; and,
3. the University began to actively monitor the agenda of the NCA in preparation for Briar Cliff's next accreditation visit in 2004-05.

During summer and fall of 1999, with the active involvement of all constituencies including the Board of Trustees, a Vision Statement was articulated that describes how Briar Cliff will demonstrate its mission while continuing to grow and develop. In November 1999, after the Board of Trustees approved the Vision Statement, 53 individuals became involved in six Strategic Planning Committees, each comprised of students,

#### **1999-00 Strategic Planning Committees**

- 1) Catholic and Franciscan Identity
- 2) Curriculum/Co-curriculum
- 3) College Community
- 4) External Community
- 5) Personnel
- 6) Space and Environment

faculty, staff, and administrators. They were charged with developing objectives and strategies that reflect the core values and goals expressed in both the Vision and Mission Statements. By August 2000, a Strategic Plan that incorporates the Mission and Vision Statements along with the work of the committees was published and provided direction for activities, programs, and personnel. Activities have included the following processes:

- **2000 Fall Gathering: Academic Affairs & Student Affairs: The New Collaboration** (involving the President, the Executive Vice President /Academic Dean, faculty, academic administrators, student development administrators and coaches) helped promote a new organizational structure and provide a heightened focus on the nature of student involvement and learning, both inside and outside the classroom.
- **2001 Fall Gathering: Visioning the Learning Community for the 21<sup>st</sup> Century...a year of dialogue** (involving the President, the Executive Vice president/Academic Dean, faculty, academic administrators, student development administrators and coaches) began a year-long dialogue on what would constitute a Learning Community for Briar Cliff University in this new century.
- **2002 Fall Gathering: Claiming the Future: A year of Self Study** (involving the President, Provost, the Steering Committee, faculty, student development personnel and coaches) introduced the community to the Self Study process and the new NCA criteria.
- **Initiation of the Self-Study Process prior to the 2004-2005 re-accreditation visit:** The Provost has spearheaded an effort to keep the academic community apprised of the NCA Higher Learning Commission's restructuring process and the development of Restructuring Expectations: Accreditation 2004 and the criteria that will ultimately govern our re-accreditation effort.

Further implementing the Strategic Plan, the Interim President informed the Board of Trustees of the University's plans to submit a Title III application. The Title III Grant Committee, a team of faculty and administrators, was appointed by the Interim President and began regular meetings. The group first reviewed the Strategic Planning committee documents and the Vision Statement and Strategic Plan. It was asked to update the University's understanding of and prioritize the major problems facing the institution in the areas of academic quality, institutional management, and fiscal stability. The Committee hosted presentations, discussions, and open forums involving the perspectives of vice presidents, deans, students, faculty, staff, administrators, and members of the Board of Trustees. It then prioritized the most significant needs and problems. The Self Study process, begun in June 2002, confirmed the conclusions drawn by the Title III Grant Committee. The matter of poor student persistence continues to be identified as our most basic and fundamental problem, followed by high indebtedness. The Department Chairpersons, the staff and administrative constituencies, the President's Administrative Council and the faculty in plenary session in their January 2003 meeting all have endorsed this grant application. Finally, in their January 2003 meeting, the Board of Trustees approved the plan contained in this document to address these problems and recommended that the application be submitted to seek funding needed to carry the plan forward.

#### **B. Key, Overall Goals for the Institution**

*Reader's Question:* To what extent are the goals for the institution's academic programs, institutional management, and fiscal stability realistic and based on comprehensive analysis?

The goals that follow address the most significant problems and opportunities identified

during the comprehensive analysis and planning processes that began in 1999-00.

Asterisked goals are directly and indirectly addressed through the proposed Title III activity.

### **Briar Cliff University Goals**

#### **Academic Programs**

1. \*Offer academic programs and educational services of the highest quality that are consistent with the mission of the institution.
2. \*Facilitate the integration of curricular and co-curricular academic experiences.
3. \*Integrate a comprehensive program to assess student learning outcomes.
4. \*Offer academic programs and other support services that will enhance the prospects of success for our most at-risk students.
5. \*Retain the optimum student population.
6. \*Advance the acquisition and use of technology to improve the institution's instructional programs.

#### **Institutional Management**

7. \*Enhance the reputation and increase the visibility of Briar Cliff University in the community, region, and throughout the nation.
8. \*Create and sustain a physical environment and infrastructure that will support quality learning, and enhanced campus life.
9. Expand involvement with local, regional, national, and international communities through increased collaboration and programs of service.
10. \*Advance an institutional research program that tracks measurable objectives throughout the offices and programs of the University to promote continuous improvement.

#### **Fiscal Stability**

11. Enhance the economic health of Briar Cliff University.

### **C. Measurable Objectives for the Institution**

*Reader's Questions:* To what extent are the objectives in the plan measurable and related to the institution's goals? And, to what extent will the objectives, if the institution achieves them, contribute to the growth and self-sufficiency of the institution?

Each of the following measurable objectives is linked to one or more of the University's strategic goals. Each is designed to solve a major problem or deficiency facing the institution. Finally, to a significant degree, each will contribute to the University's



development and fiscal stability and each will be completed within five years or less.

Those goals directly affected by the success of Title III-funded activities are **bolded and underlined**. The timetable for addressing each objective is noted:

Briar Cliff University Goals	Objectives
<b><u>1) Offer academic programs and educational services of the highest quality that are consistent with the mission of the institution.</u></b>	<b>By Sept 2008</b> , increase faculty involvement to 100% in a program that develops and incorporates valid assessment strategies to document and improve student learning.
<b><u>2) Facilitate the integration of curricular and co-curricular academic experiences.</u></b>	<b>By Sept 2008</b> , increase resident student participation to 100% in at least 1 out-of-class, academic co-curricular learning activity each year. <b>By Sept 2008</b> , increase by at least 5 the number of co-curricular student persistence strategies employed by the University (2002-03 baseline = 1, the Art House).
<b><u>3) Integrate a comprehensive program to assess student learning outcomes.</u></b>	<b>By Sept 2008</b> , increase to 100% the number of courses, majors, and the general education program that employ rubrics to support ongoing improvements in student learning outcomes.
<b><u>4) Offer academic programs and other support services that will enhance the prospects of success for our most at risk students.</u></b>	<b>By Sept 2008</b> , decrease the number of students on academic probation and the number of students who are academically dismissed by 25% from the fall 2003 baselines, through the development of a robust series of intervention, developmental, co-curricular and other teaching/learning strategies.
<b><u>5) Retain the optimum student population.</u></b>	<b>By Sept 2008</b> , increase student retention to the second year by 5 percent to 73.56%. <b>By Sept 2008</b> , increase student persistence to graduation by 5 percent to 49%.
<b><u>6) Advance the acquisition and use of technology to improve the institution's instructional programs.</u></b>	<b>By Sept 2005</b> , increase by 1 the number of PC classrooms. <b>By Sept 2008</b> , increase by 6 the number of "Smart" classrooms. <b>By Sept. 2008</b> , increase by 25% the number of students who can be instructed in the Integrated Multimedia Center.
7) Enhance the reputation and increase the visibility of Briar Cliff University in the community, region, and throughout the nation.	<b>By May 2005</b> , increase University accreditation from the Higher Learning Commissions of the North Central Association of Colleges and Schools by another 10 years.
<b><u>8) Create and sustain a physical environment and infrastructure that will support quality learning, enhanced campus life.</u></b>	<b>By Sept 2005</b> , increase by 4 the number of upgraded and newly equipped science lab facilities in Heelan Hall. <b>By Sept 2007</b> , increase the useable space for the Nursing Lab /Conference Room by 60 sq ft

	<p><b>By Sept 2008</b>, increase by 2 the number of classrooms in Heelan Hall.</p> <p><b>By Sept 2008</b>, increase by at least \$50,000 the annual budgets supporting IT and scientific/nursing equipment upgrades and replacements.</p>
9) Expand involvement with local, regional, national, and international communities through increased collaboration and programs of service.	<b>By Sept 2008</b> , increase the number of students who enroll in the BSN programs by 15% over 2002-03 enrollment numbers.
<b><u>10) Advance an institutional research program that tracks measurable objectives throughout the offices and programs of the University to promote continuous improvement</u></b>	<b>By Sept 2008</b> , increase to 100% the university offices and programs involved in a comprehensive institutional research, evaluation and assessment program.
11) Enhance the economic health of Briar Cliff University.	<p><b>By June 2004</b>, perform better than budget by at least \$25,000.</p> <p><b>By June 2004</b>, raise \$780,000 for the annual fund and \$250,000 in football.</p> <p><b>By June 2005</b>, balance the budget.</p> <p><b>By Dec 2005</b>, raise \$5,000,000 to complete the debt reduction campaign "To Strengthen Briar Cliff," and ready the University to conduct a feasibility study for a \$7 million campaign to renovate Heelan Hall.</p>

#### **D. Institutionalizing Practices and Improvements**

*Reader's Questions:* To what extent does the plan clearly and comprehensively describe the methods and resources the institution will use to institutionalize practices and improvements developed under the project, including in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources

The activities to be undertaken under this Title III grant will require ongoing commitments by the University to ensure that the progress made under the grant becomes permanent and students continue to benefit from an enriched campus environment and robust assessment system to ensure their academic success. The ongoing costs of all the Title III programs will be funded in the future as the result of increased revenues which are themselves the result of increased persistence. These costs include:

- A full-time Director of Student Success who will work with students and faculty to improve student persistence by ensuring their involvement in co-curricular learning opportunities and the establishment and development of learning communities in the residence halls, among other strategies. This additional budget cost will average **\$50,000** annually including benefits.
- A full-time Director of Assessment and Research who will work to support the data collection, sharing, and analysis needs of the faculty and administration. This additional budget cost will average **\$50,000** annually including benefits.
- An ongoing commitment to faculty development for the continued assessment and improvement of student learning outcomes. Briar Cliff currently budgets approximately \$34,000 annually for faculty development initiatives. Briar Cliff also budgets \$10,000 for nationally normed faculty evaluation instruments

and student satisfaction surveys. Faculty involvement in the annual budgeting process will be desirable and necessary to align assessment and budgeting to build a learner-centered budget, providing recognition and rewards for practices that result in continued student learning improvements.

- Briar Cliff anticipates that it will need an additional \$25,000 budgeted per year to allow for cyclical replacement of its IT equipment, and an additional \$25,000 per year for scientific and nursing supplies, instrumentation upgrade and replacement costs, totaling **\$50,000**.
- Briar Cliff will continue to offer the Summer Bridge program upon the completion of the grant. This program will cost **\$10,000** per year and will be supported by the increased number and persistence of Briar Cliff students.
- Briar Cliff will continue to support a revised liberal arts first-year seminar sequence of courses. Continuing costs associated with this program will include **\$7,200** for the directors of the seminars, **\$7,200** for the additional faculty mentors, and **\$4,000** for course development work.
- Briar Cliff will maintain the increased number of developmental skills courses that will be offered to at-risk students. These courses will include developmental reading, developmental writing, developmental mathematics and other skills development courses as time and circumstance dictate. These courses and the coordination thereof will cost **\$10,800** per year.
- Briar Cliff will continue to further the implementation of a variety of learning communities. These communities will include paired and integrated learning courses, linked courses, first-year interest group studies, cluster learning

communities, and coordinated studies programs, all of which will have a co-curricular connection in the residence halls. This will cost **\$2,000** per year.

The ongoing commitment described above will institutionalize the success of the Title III program and will amount to approximately **\$191,200** in additional budgeted costs per year.

An important factor directly related to the success of this proposal and its institutionalization is the cumulative fiscal benefit that comes from improved retention of students. By 2008, at the conclusion of the Title III grant, Briar Cliff will have retained 5 percent more first-year students yearly into their sophomore year. As illustrated in the following table, such increased persistence based on an average of \$16,000 in tuition revenue, per student, per year, will result in approximately \$32,000 to \$384,000 incremental revenue increase from Year 1 through Year 5, totaling \$992,000 upon the conclusion of Year 5.

Cohort	Year 1	Year 2	Year 3	Year 4	Year 5		Total
	2004	2005	2006	2007	2008		Students
% Increase in Persistence per Year	1%	2%	3%	4%	5%		
Increase in Number of Students	2						2 Year 1
Resulting from Improvement in	2	4					6 Year 2
Retention and Persistence	2	4	6				12 Year 3
	Graduate	4	6	8			18 Year 4
		Graduate	6	8	10		24 Year 5
							62 Students

Thereafter, the University will realize a cumulative revenue increase of \$480,000 yearly. Improved student persistence will generate additional general and lab fee revenue, as well as increased campus housing and meal plan demand. The cumulative total of increased student fees and room and board revenues is

\$234,040.

**Impact of 5% Improvement in Retention and Persistence on Fees, Room & Board**

<b>Total Additional Students Persisting Per Year</b>	<b>Gen Student Fees @ Est.Avg. of \$400/FTES</b>	<b>Lab &amp; Course Fees@ Est.Avg. of \$200/FTES</b>	<b>Room &amp; Board (Based on 60%* on campus) Est. Avg. \$5,320/Student</b>
2 Year 1	\$ 800	\$ 400	(1 resident student) \$ 5,320
6 Year 2	\$ 2,400	\$ 1,200	(4 resident students) \$ 21,280
12 Year 3	\$ 4,800	\$ 2,400	(7 resident students) \$ 37,240
18 Year 4	\$ 7,200	\$ 3,600	(11 resident students) \$ 58,520
24 Year 5	\$ 9,600	\$ 4,800	(14 resident students) \$ 74,480
<b>TOTAL 68 Students</b>	<b>\$24,800</b>	<b>\$12,400</b>	<b>\$196,840</b>

\* Conservative estimate of number of additional students living on-campus (current average is 70%)

Commitments to be made by the University throughout the five-year period of the grant will ensure that activities are well integrated within the plan and into the on-going life of the University. Briar Cliff will make major financial commitment to augment and complement Title III funds during the grant period, underwriting salaries and benefits for key personnel, facilities, computing resources, supplies, and other targeted activities and expenses.

In addition to these commitments and resources, formal policies and procedures will be established over the five years of the grant. These will ensure that assessment practices and academic and co-curricular initiatives that are successful in improving student learning outcomes and persistence are continued and supported. These policies and procedures, developed within the University's governance structure, will be linked to regular and on-going schedules of implementation and review. Once in place, these policies and

procedures will comprise the method by which student learning outcomes and assessment program review are institutionalized throughout the curriculum, the co-curriculum, and the institution as a whole. The University's administrative leadership, its faculty, staff, and Board of Trustees have all expressed their commitment to this program plan. They are equally committed to and understand the importance of achieving integration and institutionalization of Title III advancements and to continuing the successes of this activity once grant funding ends.

### **DEVELOPMENT GRANT SPECIFICS**

#### **Prior Title III Support**

From 1994-99, Briar Cliff's highly successful Title III program, "Integrating Technology, "(P031A40195) involved two activities whose main objectives were:

- to enhance student learning and strengthen academic programs by integrating technology; and,
- to maximize student retention by integrating technology.

Although student retention and persistence continue to trouble the University, this Title III program's timely and effective implementation established a foundation that has been vital to Briar Cliff's operation in the 21<sup>st</sup> century.

#### **Activity Title and Narrative**

"Maximizing Student Retention Through Assessment and the Creation of New Learning Environments" is a single, comprehensive and multi-faceted activity that recognizes students' seamless collegiate experience<sup>1</sup> and the interrelated and complex nature of

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<sup>1</sup> Kuh, Schuh, Whitt and Associates, Involving Colleges: Successful approaches to fostering student

the issues involved in their development, academic success, and persistence. This activity addresses the critical needs Briar Cliff has determined are hindering its growth and self sufficiency. In this program plan, Briar Cliff will attack its most critical problems and will develop and sustain an effective, on-going, and comprehensive program to assess student learning outcomes; to reconfigure and equip classroom and lab environments; to better prepare under prepared students, and, to enrich students' learning environment with supplemental, co-curricular instruction and the creation of learning communities. These measures taken together will promote student retention and persistence, thereby helping to achieve balanced budgets and ultimately contribute to a stable university. This activity will result in a transformation from a teacher-centered institution to a learner-centered environment. Continual assessment and improved learning facilities will support students' retention, success, and persistence to graduation. By meeting the activity's measurable, annual objectives, which follow, Briar Cliff will address and resolve the major problems it faces which are hindering institutional growth and self-sufficiency. These problems, directly addressed through the Title III program are:

- student retention and persistence rates are too low;
- Briar Cliff does not have in place comprehensive assessment programs 1) to document student learning in individual courses, the liberal education curriculum, or major programs of study, and 2) to measure overall institutional effectiveness;
- Briar Cliff's main academic facility is old, and inadequately equipped; and,
- the budget is unbalanced.

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learning and development outside the classroom, 1991.

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<b>GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS</b> <b>Title III, Higher Education Act of 1965, as amended by Public Law 102-325</b>		<b>FORM APPROVED</b> OMB No.: 1840-0114 EXP. DATE: 03/31/2003
<b>Activity Objectives and Performance Indicators</b>		
<b>1. NAME OF APPLICANT INSTITUTION: BRIAR CLIFF UNIVERSITY</b>	<b>2. ACTIVITY TITLE: MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS</b>	
<b>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</b>  <b>YEAR 1 (2003-04)</b> 1. By Sept 2004, at least 25% of the faculty (18 of 53) will have incorporated learning outcome measures/rubrics into their course designs and syllabi.  2. By Sept 2004, increase the retention of students in the first-year cohort to the second year by 1% over the retention of the 2000-01 cohort (68.5%).  3. By Sept 2004, increase by 4 the number of upgraded and newly equipped science lab facilities in Heelan Hall.  <b>YEAR 2 (2004-05)</b> 1. By Sept 2005, 9 additional key faculty (9 + 18) members will have incorporated learning outcome measures/rubrics into their courses and syllabi.  2. By Sept 2005, increase the retention of students in the first-year cohort to the second year by 2% over the retention of the 2000-01 cohort (68.5%).	<b>4. PERFORMANCE INDICATORS</b>  1a.) By Sept 2004, 9 key faculty members (joining 9 already participating) will have either participated in an assessment workshop or institute, or applied release time and developed learning outcome measures for their courses as evidenced in their syllabi. 1b.) By Sept 2004, external evaluation will establish baseline measures from which to measure improvements in, or needed in, the assessment program 1c.) By Sept 2004, a database to track student success in meeting learning outcomes is initiated. 2a.) The Sept 2004, the Registrar's retention and persistence report will show an increase of 1% in student retention to year two for the 2003-04 1 <sup>st</sup> yr. cohort. 2b.) By Sept 2004, initiate at least one new persistence strategy, as generated by the Annual Student Persistence Strategies/Assessment Retreat. 2c.) By Sept 2004, enroll at least 50 under prepared students in the Summer Bridge Program and/or other Developmental Courses, including the appropriate LIBA courses. 3a.) By Sept 2004, complete the renovation of the Chemistry Instrumentation lab. 3b.) By Sept 2004, complete the renovation and equipment of 3 Biology labs.  1a) By Sept 2005, 9 key faculty members (joining 18 already participating) will have either participated in an assessment workshop or institute, or applied release time and developed learning outcome measures for their courses as evidenced in their syllabi. 1b.) By Sept 2005, an intranet web site to support and document faculty assessment program initiatives in majors and the GE program will be initiated. 1c.) By Sept 2005, external evaluation will establish improvements over baseline measures of improvements in, or needed in, the assessment program. 2a.) The Sept 2005 the Registrar's retention and persistence report will show an increase of 2% in student retention to year two for the 2003-04 cohort.	

ED FORM 851A-2

<b>GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS</b> <b>Title III, Higher Education Act of 1965, as amended by Public Law 102-325</b>		<b>FORM APPROVED</b> <b>OMB No.: 1840-0114</b> <b>EXP. DATE: 03/31/2003</b>
<b>Activity Objectives and Performance Indicators</b>		
<b>1. NAME OF APPLICANT INSTITUTION: BRIAR CLIFF UNIVERSITY</b>	<b>2. ACTIVITY TITLE: MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS</b>	
<b>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</b>	<b>4. PERFORMANCE INDICATORS</b>	
<p>3. By Sept 2005, increase the number of classrooms/labs that have new IT resources by 5.</p> <p><u>YEAR 3 (2005-06)</u></p> <p>1. By Sept 2006, 9 additional key faculty members (9 + 27) will have incorporated learning outcome measures/rubrics into their courses and syllabi.</p> <p>2. By Sept 2006, increase the retention of students in the first-year cohort to the second year by 3% over the retention of the 2000-01 cohort (68.5 %).</p> <p>3. By September 2006, complete 100% of the demolition and preparation for renovation of a 20' x 80' space for use as an expanded Nursing Lab and Conference Room.</p> <p><b>ED FORM 851A-2</b></p>	<p>2b.) By Sept 2005, initiate at least one new persistence strategy, as generated by the Annual Student Persistence Strategies/Assessment Retreat.</p> <p>2c.) By Sept 2005, enroll at least 50 under prepared students in the Summer Bridge Program and/or other Developmental Courses, including the appropriate LIBA courses.</p> <p>3a.) By Sept 2005, equip 3 new "Smart" classrooms.</p> <p>3b.) By Sept 2005, equip a PC Classroom.</p> <p>3c.) By May 2005, install a digital Gas Chromatograph/Mass Spectrometer in the Chemistry Instrumentation Lab.</p> <p>1a.) By Sept 2006, 9 key faculty members (joining 27 already participating) will have either participated in an assessment workshop or institute, or applied release time and developed learning outcome measures for their courses as evidenced in their syllabi.</p> <p>1b.) By Sept 2006, external evaluation will establish improvements over baseline and subsequent measures of improvements in, or needed in, the assessment program.</p> <p>2a.) The Sept 2006, the Registrar's retention and persistence report will show an increase of 3% in student retention to year two for the 2004-05 cohort.</p> <p>2b.) By Sept 2006, initiate at least one new persistence strategy, as generated by the Annual Student Persistence Strategies/Assessment Retreat.</p> <p>2c.) By Sept 2006, enroll at least 50 under prepared students in the Summer Bridge Program and/or other Developmental Courses, including the appropriate LIBA courses.</p> <p>3a.) By Sept 2006, complete the design, let bids, and contract for the creation of a 20' x 60' Nursing laboratory and 20' x 20' Nursing Conference Room in Heelan Hall, and complete 100% demolition and preparation of the space.</p>	

<b>GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS</b> <b>Title III, Higher Education Act of 1965, as amended by Public Law 102-325</b>		<b>FORM APPROVED</b> <b>OMB No.: 1840-0114</b> <b>EXP. DATE: 03/31/2003</b>
<b>Activity Objectives and Performance Indicators</b>		
<b>1. NAME OF APPLICANT INSTITUTION: BRIAR CLIFF UNIVERSITY</b>	<b>2. ACTIVITY TITLE: MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS</b>	
<b>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</b>	<b>4. PERFORMANCE INDICATORS</b>	
<p>4. By Sept 2006, increase the number of classrooms/labs that have new IT resources by 1.</p> <p><u>YEAR 4 (2006-07)</u></p> <p>1. By Sept 2007, 9 additional key faculty members (9 + 36) will have incorporated learning outcome measures/rubrics into their courses and syllabi.</p> <p>2. By Sept 2007, increase the retention of students in the first-year cohort to the second year by 4% over the retention of the 2000-01 cohort (68.5%).</p> <p>3. By September 2007, complete 100% renovation of the new Nursing Laboratory/Conference room and 2 classrooms in the space vacated on the 2nd floor of Heelan Hall.</p>	<p>4a.) By Sept 2006, equip and furnish 1 "Smart" Classroom.</p> <p>1a.) By Sept 2007, 9 additional key faculty members will have either participated in an assessment workshop or institute, or applied release time and developed learning outcome measures for their courses as evidenced in their syllabi.</p> <p>1b.) By Sept 2007, external evaluation will establish improvements over baseline and subsequent measures of improvements in, or needed in, the assessment program.</p> <p>2a.) The Sept 2007, the Registrar's retention and persistence report will show an increase of 4% in student retention to year two for the 2005-06 cohort.</p> <p>2b.) By Sept 2007, initiate at least one new persistence strategy, as generated by the Annual Student Persistence Strategies/Assessment Retreat.</p> <p>2c.) By Sept 2007, enroll at least 50 under prepared students in the Summer Bridge Program and/or other Developmental Courses, including the appropriate LIBA courses.</p> <p>3a.) By Sept 2007, complete 100% of the renovation and equipping of a new 60' x 20' Nursing Laboratory and 20' x 20' Nursing Conference Room on the ground floor of Heelan Hall and complete renovation of 2 new 18-20 person classrooms in vacated space on the 2<sup>nd</sup> floor of Heelan Hall.</p>	

**ED FORM 851A-2**

<b>GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS</b> <b>Title III, Higher Education Act of 1965, as amended by Public Law 102-325</b>		<b>FORM APPROVED</b> <b>OMB No.: 1840-0114</b> <b>EXP. DATE: 03/31/2003</b>
<b>Activity Objectives and Performance Indicators</b>		
<b>1. NAME OF APPLICANT INSTITUTION: BRIAR CLIFF UNIVERSITY</b>	<b>2. ACTIVITY TITLE: MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS</b>	
<b>3. MAJOR OBJECTIVES IN MEASURABLE TERMS</b>  <b>YEAR 5 (2007-08)</b> 1. By Sept 2008, ( 9 + 45 or) 100% of BCU faculty members will have incorporated learning outcome measures/rubrics into their courses and syllabi.  2. By Sept 2008, increase the retention of students in the first-year cohort to the second year to 72.5%, and the graduation rate for the 2003-04 cohort to 49%.  3. By September 2008, increase the number of classrooms/labs that have new IT resources by 5	<b>4. PERFORMANCE INDICATORS</b>  1a.) By Sept 2008, 9 additional key faculty members will have either participated in an assessment workshop or institute, or applied release time and developed learning outcome measures for their courses as evidenced in their syllabi, constituting 100% of BCU faculty. 1b.) By Sept 2008, 100% of majors and the Gen Ed Program incorporate measures of student learning outcomes. 1c.) The University's research and assessment program involves 100% of offices and programs in setting measurable outcomes for continuous improvement.  2a.) The Sept 2008, the Registrar's retention and persistence report will show an increase of 5% over the 2000-01 baseline in student retention to year two for the 2006-07 cohort, or 72.5% retention. 2b.) The Registrar's Sept 2008 retention and persistence report will show at least 49% of the 2003-04 first-year cohort graduating in 4 years, an increase of 5%. 2c.) By 2008, evaluate the success of at least 5 new student persistence strategies. 2d.) By Sept 2008, Briar Cliff will have enrolled at least 250 under prepared students in the Summer Bridge Program and/or other new Developmental Courses, including appropriate LIBA courses.  3a.) By Sept 2008, equip 2 new "Smart" classrooms. 3b.) By Sept 2008, equip the Integrated Multimedia Center and provide for the accommodation of 25% more students. 3c.) By Sept 2008, equip the 2 new classrooms on the 2 <sup>nd</sup> floor of Heelan Hall with appropriate IT student and faculty workstations.	

ED FORM 851A-2

## F. Narrative Showing the Relationship of Activity Objectives to the CDP

*Reader's Question:* To what extent are the objectives for each activity related to the problems to be solved and to the goals of the comprehensive development plan?

The Activity Objectives are integral to meeting the Goals of the University's Comprehensive Development Plan and are designed to attack the most significant problems facing the University. They incorporate interrelated, complementary strategies to strengthen Briar Cliff's academic programs, institutional management, and fiscal stability.

Significant Problems	Goals of Comprehensive Development Plan	5-Year Title III Activity Objectives
<ul style="list-style-type: none"> <li>The University conducts little assessment of student learning outcomes.</li> <li>An underdeveloped assessment program cannot provide adequate measures of institutional effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Offer Academic Programs and educational services of the highest quality that are consistent with the mission of the institution</li> <li>Integrate a comprehensive program to assess student learning outcomes</li> <li>Advance an institutional research program that tracks measurable objectives throughout the offices and programs of the University to promote continuous improvement</li> </ul>	<ol style="list-style-type: none"> <li>By 2008, increase to 100% the active participation of faculty in a program to incorporate a variety of assessment techniques and measures for improved student learning outcomes</li> <li>By 2008, increase to 100% the courses, majors, and the general education program that employ rubrics to analyze and measure student learning outcomes</li> <li>By 2008, increase to 100% the offices and programs employing measurable performance objectives and indicators to measure improvement</li> <li>By 2008, increase the freshman-to-sophomore retention rate 5% to 72.5% and the 4-year graduation rate 5% to 49%</li> <li>By 2008, increase to 100% the involvement of resident students in at least 1 co-curricular learning activity per year</li> <li>By 2008, expand by at least 250 the number of under prepared students involved in developmental courses, including a Summer Bridge Program and appropriate LIBA courses, that are designed to increase their prospects of success</li> <li>By 2008, increase the IT available in 10 classrooms and labs by equipping 6 new "Smart" classrooms, 1 new PC classroom, 2 new IT equipped classrooms, and the Integrated Multimedia Classroom</li> <li>By 2008, expand by 60sq ft the space available for the Nursing Lab/Conference Room</li> <li>By 2008, increase by 5 the number of science and nursing labs with modern, updated equipment</li> </ol>
<ul style="list-style-type: none"> <li>Student retention and persistence rates are too low.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate the integration of curricular and co-curricular experiences</li> <li>Offer academic programs and other support services that will enhance the prospects of success for our most at risk students</li> <li>Retain the optimum student population</li> </ul>	
<ul style="list-style-type: none"> <li>Briar Cliff's main academic facility is old, in need of renovation, and is inadequately equipped.</li> </ul>	<ul style="list-style-type: none"> <li>Create and sustain a physical environment and infrastructure that will support quality learning, enhanced campus life</li> <li>Advance the acquisition and use of technology to improve the institution's instructional programs</li> </ul>	

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS  
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325**

**IMPLEMENTATION STRATEGY AND TIMETABLE FORM**

1. NAME OF APPLICANT: Briar Cliff University		2. ACTIVITY TITLE: MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS		
3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	7. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO
Select architect to develop construction documents for Chemistry and Biology Labs renovation in Heelan Hall.	President and Provost Chairs, Chemistry and Biology	President and Provost let bids, contract with architect; Chem and Bio faculty develop and verify designs with architect; construction documents are completed and let for bid.	Architectural contract signed; architectural documents are completed and let for bidding	10/03 3/04
Award faculty release time to develop student learning outcome measures	Provost 5 selected faculty members	Provost will contract with selected faculty for assessment project results	Assessment strategies defined; syllabi on file in the Provost's Office	10/03 5/04
Arrange for 4 key faculty to attend Assessment workshop/institute	Provost 4 key faculty members	Provost will announce key faculty and arrange for their participation at workshop	4 faculty attend workshops; BCU Fall Forum includes 4 presentations, revised syllabi on file in Provost's Office	10/03 8/04
Hire Clerical Support Personnel	Provost Dir Student Success Dir Assessment and Research Dir Human Resources	Announce positions internally and advertise externally as necessary and usual.	Positions are filled with qualified individuals. Monthly Time and Effort Reports verify Title III work	1/04 1/04
Order and install server for Assessment/Institutional research databases	Dir Assessment & Inst Research Dir Computer Center	PO's processed, equipment delivery/install coordinated by Dir Computer Center	POs processed, invoices, install complete and verified, equipment inventoried	1/04 3/04
Sign construction contract, order materials, prepare Biology and Chemistry labs for renovation	Provost and President Dir Physical Plant Dir Computer Center	President and Provost let bids and contract with construction firm. Phys Plant prepares labs for install; materials ordered.	Construction contract; POs and invoices for materials and equipment	3/04 5/04
Complete renovation and installations in Biology and Chemistry labs	Provost Chair, Chemistry and Biology Dept Dir Physical Plant Dir Computer Center	Provost, Dir Physical Plant and Dir Comp Ctr along with Dept Chairs oversee successful completion of renovation and equip install	Renovation completed and equipment installed over the summer; article in Cliff@News announces project completion	5/04 9/04

**ED FORM 851A-3** **FORM APPROVED** **OMB NO.: 1840-0114..** **EXP. DATE: 12/31/2003**

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325						
IMPLEMENTATION STRATEGY AND TIMETABLE FORM						
1. NAME OF APPLICANT: Briar Cliff University		2. ACTIVITY TITLE: MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS				
3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	8. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO		
Develop Summer Bridge course syllabi and co-curricular programming, appoint teamed faculty	Provost Teamed faculty Dir Student Success	Provost invites faculty team; Dir of Student Success prepares "college survival skills" and out-of-classroom course modules, and teamed disciplinary faculty develop content area course modules with learning outcomes measures	Instructors are contracted to team teach linked course; developmental skills modules and co-curricular activities are developed by Dir Student Success; Bridge Program syllabus is on file	1/04		9/04
Register students for the Summer Bridge Program	Provost VP Enrollment Management Dir Student Success Registrar Dir Resident Life	In collaboration with the VP of Enrollment Management and Registrar identify potential Bridge students; invite and enroll them; arrange meals, housing, and classrooms for 2-week course participants.	20 students enroll in the Summer Bridge course; baseline data on their preparedness and course outcomes will be on file, tracked, and assessed.	3/04		9/04
Convene first Annual Assessment and Persistence Strategies Retreat	President and Provost Provost's Council Dir Assessment and Research Dir Student Success Chair, Curriculum Committee Chair, Academic Policies Committee	Participants review Huba's annual report and learning outcome initiatives, evaluate persistence strategies and their assessment criteria, and develop new student persistence strategies	Proposals for improvements, development of new programs, and expanded faculty participation are developed for implementation and documented	5/04		9/04
<b>YEAR 2 (2004-2005)</b>						
Arrange for annual Evaluation visit by Dr. Mary Huba	President and Provost Key Assessment team members Dir Assessment & Research	Assessment information and measures will be provided to Huba prior to visit; additional data provided as requested	Dr. Huba's report on Briar Cliff's assessment program status will be included in the annual Title III report	10/04		5/05

ED FORM 851A-3

OMB NO.: 1840-0114..

FORM APPROVED

EXP. DATE: 12/31/2003

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS  
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325**

**IMPLEMENTATION STRATEGY AND TIMETABLE FORM**

1. NAME OF APPLICANT: Briar Cliff University		2. ACTIVITY TITLE: MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS		
3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	9. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO
Contract Developmental Course instructors to offer 6 Developmental Courses	Provost Dir Student Success Developmental course faculty	Provost contracts faculty to teach Developmental Courses in reading, writing, math, and study skills	Contracts on file; Faculty teach 6 Developmental courses per academic year. Student performance tracked and assessed	10/04 8/05
Contract LIBA directors, name LIBA mentors, and offer 4 LIBA courses	Provost Department Chairs LIBA directors LIBA mentors	Provost contracts with LIBA directors and mentors; works with Departmental Chairs who will supply and name mentors on a rotating basis	Contracts on file; 4 LIBA courses are offered for first year students; with mentor-lead seminar sessions for each course	10/04 5/05
Arrange for 4 key faculty to attend Assessment workshop/institute	Provost 4 key faculty members	Provost will announce key faculty and arrange for their participation at workshop	BCU Fall Forum includes 4 presentations, revised syllabi on file in Provost's Office	10/04 8/05
Award faculty release time to develop student learning outcome measures	Provost 5 selected faculty members	Provost will select and contract with selected faculty to develop assessment rubrics	Assessment strategies defined; syllabi on file in the Provost's Office	10/04 8/05
Dir Assessment & Research and Dir of Student Success attend professional development conferences	Dir Assessment & Research Dir Student Success	Dirs will arrange for participation in conferences and will share insights with Provost	Networking with peers adds perspective and strategies for student persistence and success, and assessment data collection and use	10/04 8/05
Order and install digital Gas Chromatograph/Mass Spectrometer	Provost Chair, Chemistry Department	POs processed; equipment delivery/install coordinated by Chemistry Dept. Chair	POs and invoices; install complete and verified; Cliff@News announces project	10/04 12/04
Order and install equipment for 3 "Smart" Classrooms	Provost Dir Physical Plant Dir Computer Center	POs processed; equipment delivery/install coordinated by Dirs Phys Plant Comp Center	POs and invoices; install complete and verified; Cliff@News announces project	10/04 5/05

**ED FORM 851A-3** **FORM APPROVED** **OMB NO.: 1840-0114..** **EXP. DATE: 12/31/2003**



**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS  
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325**

**IMPLEMENTATION STRATEGY AND TIMETABLE FORM**

1. NAME OF APPLICANT: Briar Cliff University		2. ACTIVITY TITLE: MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS		
3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	10. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO
Prepare room, order and install PCs for new PC Classroom	Provost Dir Physical Plant Dir Computer Center	POs developed by Dir Computer Center; classroom preparation coordinated by Dir Physical Plant; computers installed by Dir Comp Center	POs & invoices processed; room prep & equipment install complete over summer Cliff@News announces project; PCs inventoried	3/05  8/05
Contract teamed faculty and register students for the Summer Bridge Program	Provost VP Enrollment Management Dir Student Success Registrar Dir Resident Life	Provost contracts with teamed faculty; Dir Student Success identifies, invites, and enrolls Bridge students; arranges meals, housing, & classrooms for 2-week course participants.	20 students enroll in the Summer Bridge course; baseline data on their preparedness and course outcomes will be on file, tracked, and assessed.	3/05  9/05
Convene Annual Assessment and Persistence Strategies Retreat	President and Provost Provost's Council Dir Assessment and Research Dir Student Success Chair, Curriculum Committee Chair, Academic Policies Committee	Participants review Huba's annual report and learning outcome initiatives, evaluate persistence strategies and their assessment criteria, and develop new student persistence strategies	Proposals for improvements, development of new programs, and expanded faculty participation are developed for implementation and documented	5/05  9/05
<b>YEAR 3 (2005-2006)</b>				
Arrange for annual Evaluation visit by Dr. Mary Huba	President and Provost Key Assessment team members Dir Assessment & Research	Assessment information and measures will be provided to Huba prior to visit; additional data provided as requested	Dr. Huba's report on Briar Cliff's assessment program status will be included in the annual Title III report	10/05  5/06
Contract LIBA directors, name LIBA mentors, and offer 4 LIBA courses	Provost Department Chairs LIBA directors LIBA mentors	Provost contracts with LIBA directors and mentors; works with Departmental Chairs who will supply and name mentors on a rotating basis	Contracts on file; 4 LIBA courses are offered for first year students with mentor-lead seminar sessions	10/05  5/06

**ED FORM 851A-3** **FORM APPROVED** **OMB NO.: 1840-0114..** **EXP. DATE: 12/31/2003**

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS  
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325**

**IMPLEMENTATION STRATEGY AND TIMETABLE FORM**

<b>1. NAME OF APPLICANT:</b> Briar Cliff University		<b>2. ACTIVITY TITLE:</b> MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS		
<b>3. SPECIFIC TASKS TO BE COMPLETED</b>	<b>4. PRIMARY PARTICIPANTS</b>	<b>5. METHODS INVOLVED</b>	<b>11. TANGIBLE RESULTS</b>	<b>7. TIMEFRAME FROM/TO</b>
Contract Developmental Course instructors to offer 6 Developmental Courses	Provost Dir Student Success Developmental course faculty	Provost contracts faculty to teach Developmental Courses in reading, writing, math, and study skills	Faculty are contracted and teach 6 additional Developmental courses per academic year. Student performance tracked and assessed	10/05 8/06
Arrange for 4 key faculty to attend Assessment workshop/institute	Provost 4 key faculty members	Provost will announce key faculty and arrange for their participation at workshop	4 faculty attend workshops; BCU Fall Forum includes 4 presentations, revised syllabi on file in Provost's Office	10/05 8/06
Award faculty release time to develop student learning outcome measures	Provost 5 selected faculty members	Provost will select and contract with selected faculty for assessment project results	Assessment strategies defined; syllabi on file in the Provost's Office	10/05 8/06
Order and install equipment for 1 "Smart" Classroom	Provost Dir Physical Plant	POs processed; equipment delivery/install coordinated by Dir Physical Plant	POs and invoices; install complete and verified; Cliff@ News announces project	10/05 8/06
Select architect and begin design phase work to create new, 20'x60' Nursing Lab and 20' x 20' nursing conference room in unused space in Heelan Hall.	President and Provost Nursing Faculty	President and Provost let bids and contract with architect; Nursing staff develop and verify design with architect; construction docs complete	Architectural contract; completed architectural documents for project	10/05 4/06
Let bids for construction of unused space for creation of Nursing Lab/Conference Room and for renovation on vacated space on 2 <sup>nd</sup> floor Heelan Hall for 2 new classrooms. Complete demolition.	President and Provost Dir Physical Plant	Award contracts for demolition and construction. Provost with Dir Physical Plant and architect oversee successful completion of demolition in unused space	Construction/demolition contract, POs and invoices; room prepared for HVAC install and construction	4/06 6/06

**ED FORM 851A-3**

**FORM APPROVED** OMB NO.: 1840-0114.. **EXP. DATE:: 03/31/2003**

<b>GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS</b> <b>TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325</b>						
<b>IMPLEMENTATION STRATEGY AND TIMETABLE FORM</b>						
<b>1. NAME OF APPLICANT: Briar Cliff University</b>		<b>2. ACTIVITY TITLE: MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS</b>				
<b>3. SPECIFIC TASKS TO BE COMPLETED</b>	<b>4. PRIMARY PARTICIPANTS</b>	<b>5. METHODS INVOLVED</b>	<b>12. TANGIBLE RESULTS</b>	<b>7. TIMEFRAME FROM/TO</b>		
Order and install HVAC, electrical and networking infrastructure for the Nursing Laboratory/Conference Room	Provost Dir Physical Plant Dir Computer Center	Provost with Dir Phys Plant & Dir Comp Ctr oversee install of electrical, networking, and HVAC systems in new Nursing Lab/Conference Room.	POs and invoices, installation and testing of electrical, networking and HVAC systems.	6/06	9/06	
Contract teamed faculty and register students for the Summer Bridge Program	Provost VP Enrollment Management Dir Student Success Registrar Dir Resident Life	Provost contracts with teamed faculty; Dir Student Success identifies, invites, and enrolls potential Bridge students; arranges meals, housing, and classrooms for 2-week course participants.	20 students enroll in the Summer Bridge course; baseline data on their preparedness and course outcomes will be on file, tracked, and assessed.	3/06	8/06	
Convene Annual Assessment and Persistence Strategies Retreat	President and Provost Provost's Council Dir Assessment and Research Dir Student Success Chair, Curriculum Committee Chair, Academic Policies Committee	Participants review Huba's annual report and learning outcome initiatives, evaluate persistence strategies and their assessment criteria, and develop new student persistence strategies	Proposals for improvements, development of new programs, and expanded faculty participation are developed for implementation and documented	5/06	9/06	
<b>YEAR 4 (2006-2007)</b>						
Arrange for annual Evaluation visit by Dr. Mary Huba	Award release time to faculty for assessment projects	Assessment information and measures will be provided to Huba prior to visit; additional data provided as requested	Dr. Huba's report on Briar Cliff's assessment program status will be included in the annual Title III report	10/06	5/07	
Contract directors, name LIBA mentors, and offer 4 LIBA courses	Provost Department Chairs LIBA directors LIBA mentors	Provost contracts with LIBA directors and mentors; works with Departmental Chairs who will supply and name mentors on a rotating basis	Contracts on file; 4 LIBA courses are offered for first year students; with mentor-lead seminar sessions	10/06	5/07	

**GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS  
TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325**

**IMPLEMENTATION STRATEGY AND TIMETABLE FORM**

1. NAME OF APPLICANT: Briar Cliff University		2. ACTIVITY TITLE: MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS		
3. SPECIFIC TASKS TO BE COMPLETED	4. PRIMARY PARTICIPANTS	5. METHODS INVOLVED	13. TANGIBLE RESULTS	7. TIMEFRAME FROM/TO
Contract Developmental Course instructors to offer 6 Developmental Courses	Provost Dir Student Success Developmental course faculty	Provost contracts faculty to teach Developmental Courses in reading, writing, math, and study skills	Faculty are contracted and teach 6 Developmental courses. Student performance tracked and assessed	10/06 8/07
Arrange for 4 key faculty to attend Assessment workshop/institute	Provost 4 key faculty members	Provost will announce key faculty and arrange for their participation at workshop	BCU Fall Forum includes 4 presentations, revised syllabi on file in Provost's Office	10/06 8/07
Award faculty release time to develop student learning outcomes	Provost 5 selected faculty members	Provost will select and contract with selected faculty for assessment project results	Assessment strategies defined; syllabi on file in the Provost's Office	10/06 8/07
Order and deliver materials for new Nursing Lab/Conference Room	Provost Dir Physical Plant Chair Nursing Department	PO's processed, equipment delivery coordinated by Dir Physical Plant and Chair Nursing Department	POs processed, invoices, material on site	10/06 1/07
Contract teamed faculty and register students for the Summer Bridge Program	Provost VP Enrollment Management Dir Student Success Registrar Dir Resident Life	Provost contracts with teamed faculty; Dir Student Success identifies, invites, and enrolls potential Bridge students; arranges meals, housing, and classrooms for 2-week course participants.	20 students enroll in the Summer Bridge course; baseline data on their preparedness and course outcomes will be on file, tracked, and assessed.	3/07 8/07
Complete renovation & equipment installs in new Nursing Lab/Conference Room. Complete renovation of two 2 <sup>nd</sup> floor classrooms.	Provost Dir Physical Plant Chair Nursing Department	PO's processed; renovation overseen by Dir Physical Plant and Chair Nursing Department	POs processed, invoices, renovation and installations complete and verified, equipment inventoried; Cliff@News announces project	5/07 8/07
<b>YEAR 5(2007-2008)</b>				
Order and install equipment and technology for Integrated Multimedia Center	Provost Chair, Mass Comm Department	POs processed; equipment delivery and installation are coordinated by Dept Chair	POs and invoices; article in Cliff@News announces project completion	10/07 12/07

<b>GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS</b> <b>TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED BY PUBLIC LAW 102-325</b>						
<b>IMPLEMENTATION STRATEGY AND TIMETABLE FORM</b>						
<b>1. NAME OF APPLICANT: Briar Cliff University</b>		<b>2. ACTIVITY TITLE: MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS</b>				
<b>3. SPECIFIC TASKS TO BE COMPLETED</b>	<b>4. PRIMARY PARTICIPANTS</b>	<b>5. METHODS INVOLVED</b>	<b>14. TANGIBLE RESULTS</b>	<b>7. TIMEFRAME FROM/TO</b>		
Order and install workstations for 2 new 2 <sup>nd</sup> floor classrooms	Provost Dir Computer Center	POs processed; equipment delivery/install coordinated by Dir Computer Center	POs and invoices; install complete and verified; Cliff@News announces project	10/07	12/07	
Arrange for 4 key faculty to attend Assessment workshop/institute	Provost 4 key faculty members	Provost will announce key faculty and arrange for their participation at workshop	BCU Fall Forum includes 4 presentations, revised syllabi on file in Provost's Office	10/07	8/08	
Award release time to faculty for assessment projects	Provost 5 selected faculty members	Provost will select and contract with selected faculty for assessment project results	Assessment strategies defined; syllabi on file in the Provost's Office	10/07	8/08	
Contract LIBA directors, name LIBA mentors, and offer 4 LIBA courses	Provost Department Chairs LIBA directors LIBA mentors	Provost contracts with LIBA directors and mentors; works with Departmental Chairs who will supply and name mentors on a rotating basis	Contracts on file; 4 LIBA courses are offered for first year students; with an adequate number of mentor-lead seminar sessions	10/07	5/08	
Order and install equipment for 2 "Smart" Classrooms	Provost Dir Physical Plant	POs processed; equipment delivery and installation are coordinated by Dir Phys Plant	POs and invoices; installation completed and verified; Cliff@News announcement	10/07	9/08	
Contract Developmental Course instructors to offer 6 Developmental Courses	Provost Dir Student Success Developmental course faculty	Provost contracts faculty to teach Developmental Courses in reading, writing, math, and study skills	Faculty are contracted and teach 6 Developmental courses. Student performance tracked and assessed	10/07	8/08	
Convene Annual Assessment and Persistence Strategies Retreat	President and Provost Provost's Council Dir Assessment and Research Dir Student Success Chair, Curriculum Committee Chair, Academic Policies Committee	University community reviews Title III assessment initiatives, evaluates persistence strategies and their outcomes, and develops new student persistence strategies	Proposals for improvements, development of new programs, and expanded faculty participation are developed for implementation	5/08	9/08	

## **H. Narrative of Implementation Strategy Rationale**

*Reader's Question:* To what extent is the rationale for the implementation strategy for each activity clearly described and supported by the results of relevant studies or projects?

The University's planning process revealed that Briar Cliff does a splendid job of recruiting students, however struggles to retain them. Careful analysis by administrators and faculty task forces has highlighted the need for Briar Cliff to revolutionize its approach to first-year students with special concern for under prepared first-year students. Astin's Higher Education Research Institute's (HERI) Annual Report on first-year college students revealed that the class entering college in 2002 has the worst study habits of first-year students in the past 15 years. Nevertheless, more than 45 percent of these first-year students managed to graduate from high school with an "A" average. They enter college, fail to experience early success, and give up on college quickly. Briar Cliff intends to stop this downward trend by creating an exemplary student-centered learning environment. Briar Cliff's Title III program will maximize student retention through a program of assessment and the creation of new learning environments. The rationale and description for each strategy to be implemented in these two activity components follows.

### **Component 1) Develop a Comprehensive Assessment Program**

Current research describing successful implementations of learner-centered assessment (Angelo, Cross, Ewell, Light, Wergin, Swingen, etc.) demonstrates irrefutably that Briar Cliff must enable its faculty to assume full ownership of the process and products of its assessment and curriculum redesign efforts. In fact, the University's previous attempt at an assessment program (1995-99) has been described as a top-

down, teeth pulling exercise in which faculty reluctantly produced annual reports which simply filled shelf space. In hindsight, a review of the annual reports that emanated from the 1995-1999 effort makes it apparent that the objectives which served as the basis of the program were neither measurable nor incorporated into course syllabi as explicit student learning outcomes. There was also no formal procedure to collect data or track changes and improvements. Briar Cliff needs to address the NCA assessment requirements with an authentic, student learning outcome focused effort. Faculty will garner measurable results they can use to make changes to improve student success. It is with this new perspective that Briar Cliff must move forward:

“If we plan and conduct our assessment projects at every step as if learning matters most – and not just student learning, but ours as well – then the distance between means and ends will be reduced and our chances of success increase.” (Thomas A. Angelo, *“Doing Assessment As If Learning Matters Most,”* AAHE Bulletin, May 1999)

Four major forces on campus will assist the faculty to develop an assessment culture. These forces are or will be 1) the North Central re-accreditation visit; 2) leadership emanating from the president, provost, and a core group of key faculty; 3) direction from the Board of Trustees; and, 4) an emerging paradigm of a learner-centered campus. One of the criteria for re-accreditation Briar Cliff faculty must document in its Self Study is that “the organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission” (*HLC “Proposed Criteria for Accreditation”*, November 2002). A core component of that criterion further requires that “the organization’s goals for student learning outcomes are clearly stated for each educational program and makes effective assessment possible.” One of the goals established for Briar Cliff is to “implement a variety of widely used assessment

programs to document student learning in individual courses, the liberal education curriculum, major programs of study, and other measures of institutional effectiveness.”

To initiate this work, in November 2002, the Provost led a 4-member team (the Provost, Associate Dean of Undergraduate Programs/Professor of Biology, and two senior faculty members) to Santa Fe, New Mexico for an AAHE/NCA sponsored Workshop on Assessment. This team, the Assessment Leadership Team, has lead the University's assessment efforts to date. In December 2002 this team presented information about the goals, purposes, and results of a comprehensive assessment program to the Self-Study Steering Committee. A similar presentation was made at the Board of Trustees January 2003 meeting. The Board endorsed the plan that encourages faculty to develop a student learning outcomes assessment program.

With this foundation of leadership, process, and encouragement, faculty members are being prepared to assume leadership and ownership of a comprehensive assessment program. The goals of Briar Cliff's Comprehensive Assessment Program are:

- to validate Briar Cliff's mission as a “community of learners;”
- to improve student learning;
- to improve programs (i.e., examine courses, majors, competencies, and the General Education curriculum);
- to justify the value of a Briar Cliff education to outside constituencies;
- to create a culture of assessment;
- to provide continuing direction for the University's Self Study and beyond;
- to create an environment in which assessment becomes a standard and on-going procedure;



- to achieve a learner-centered university; and,
- to maximize student persistence.

To achieve these goals, the Assessment Leadership Team has designed a comprehensive program that will involve strategies designed to build upon faculty's growing expertise and reinforce the development of a robust assessment culture.

Strategy 1: Send Key Faculty to Assessment Workshops/Institutes. Based on the knowledge and insights gained at the Santa Fe workshop, Briar Cliff's Assessment Leadership Team is convinced that additional faculty participation in such workshops will be instrumental to their efforts to align teaching with student learning and assessment, and will also create more expert leaders among Briar Cliff's faculty.

Annually, during the five years of the grant, Briar Cliff will send teams of four faculty members to attend assessment workshops and institutes, such as those recommended and approved by the AAHE and the NCA. This strategy will expand the perspectives and active involvement of an increasing number of faculty leaders who will form a critical mass of expertise on campus, numbering 20 faculty members by 2008.

Strategy 2: Provide Groups of Faculty Release Time. An additional 25 faculty members will be provided release time to develop learning outcomes and measurement rubrics for:

1. the general education competencies, foundation classes, and other liberal education requirements of the University; and,
2. the departmental major programs.

The Provost has called an in-service day March 18, 2003, where faculty will hear from their colleagues on the Assessment Leadership Team and will apply guidance to set

learning outcomes and define rubrics for their own courses. With heavy teaching loads, advising responsibilities, and committee obligations, Briar Cliff faculty will need additional time allocated to join in discussions and work with their colleagues to set learning outcomes and performance rubrics for the interdisciplinary general education program and major programs. Through the Title III grant, the Provost will approve release time for groups to develop goals and learning outcome measures for major programs and will appoint faculty teams to deal with the general education requirements.

Strategy 3: Employ a Director of Assessment and Research. Other education institutions, notably the Psychology Department of The University of Wisconsin Colleges, have shared convincing stories about the importance of having someone faculty can rely on to collect and analyze assessment data. Briar Cliff will create a new position and hire a full-time Director of Assessment and Research whose primary responsibility will be to support the faculty assessment program. The Director will accomplish this responsibility by:

- assessing the current institutional climate;
- analyzing underlying assumptions of the status quo;
- helping faculty establish sets of desired learning outcomes for their courses;
- distributing research documenting conditions that support student learning;
- establishing formal and informal assessment policies and procedures;
- creating a framework for assessment with intended learning outcomes;
- helping faculty write outcomes statements;
- helping faculty distinguish between direct and indirect measures;

- developing rubrics to assess student work; and,
- interpreting and distributing results to enhance course and program effectiveness.

The Director's secondary responsibility will be to centralize the collection of current and longitudinal institutional data needed for executive administrative decision making. The creation of genuine learning communities is best supported by the central collection and availability of data and information about its members, programs, and operations that creates a resource for reflection and improvement. By Year Two of the grant, the Director of Assessment and Research will create a web site to support and describe the University's developing comprehensive assessment program (such as Truman State University's model at <http://www2.truman.edu/assessment>). In addition, the Director will have coordinated institution-wide data collection and created a first draft of an online Briar Cliff University Fact Book (such as George Mason University's model at <http://irr.gmu.edu/factbooks/>). Both sites will be actively updated on an on-going basis. In Year 1, Briar Cliff will order and install a computer server (\$22,617) to house a growing collection of databases that will be developed, and in Year Two, Briar Cliff will arrange for the Director to attend an Association of Institutional Research conference to learn about successful strategies and gain new perspectives for data collection and use.

Strategy 4: Promote On-Going Communication Among Faculty and Hold Formal Assessment Workshops. Literature focused on the development of an assessment culture (Angelo, Brookfield, Barr & Tagg, Huba & Freed, etc.) affirms the importance of providing faculty regular opportunities to share and discuss their observations and changing perspectives. One of the hallmarks of learner-centered teaching and

assessment is that all learners, including professors, are actively engaged and receive feedback. Briar Cliff will ensure that its faculty has opportunities to share evolving perspectives and insights, and seek peer collaboration and verification by having the Assessment Leadership Team host occasional informal forums, such as topical “brown-bag lunches,” throughout the five years of the grant. An annual workshop will be planned by the Provost’s office each year of the grant, and will serve to heighten and align the institutional focus, reflect on progress made, showcase new groups of faculty who have attended workshops/institutes, and foster additional interactions and planning. Specifically, these workshops will be designed to ensure that faculty will succeed in:

- adopting assessment goals;
- defining assessment;
- understanding the assessment process;
- insuring key elements of a comprehensive assessment plan exist in our program;
- formulating statements of intended learning outcomes;
- creating rubrics;
- developing assessment measures;
- creating experiences leading to outcomes; and,
- discussing and using assessment results to improve learning.

Strategy 5: Engage an Outside Evaluator. The Santa Fe workshop convinced The Assessment Leadership Team that independent and authoritative evaluation of the assessment program is required to ensure it is progressing appropriately. In Year 1, Briar Cliff will engage Mary E. Huba, Ph.D., Assistant Vice Provost for Undergraduate Programs and Professor of Education at Iowa State University, to evaluate Briar Cliff’s

assessment plans and program. Dr. Huba, an AAHE/NCA “authorized” presenter, met with the Assessment Leadership Team in Santa Fe and will visit Briar Cliff during Years 1-4 of the grant. She will meet with assessment leaders, will review syllabi and assessment data, and will provide formative and, at the end of Year Four, summative evaluations that will measure the success and progress of the Comprehensive Assessment Program.

**Strategy 6: Convene an Annual Assessment and Persistence Strategies Retreat.**

Because the factors that can impact student success and retention are complex, multifaceted and synergistic, the University realizes a need to reflect regularly from the students’ perspective on the holistic experience it provides. University leaders, including the President and Provost, the Provost’s Council, the Director of Assessment and Research, and the Director of Student Success, need a chance to review and analyze Title III program progress from this perspective on an annual basis. They will need to reflect on Dr. Huba’s annual reports, on internally generated data and reports, as well as on appropriate literature related to the evolution of the campus as a learning community. Participants will need to evaluate the various assessment, learning environment, and student persistence strategies being implemented through Title III and develop proposals for improvements and new initiatives. The annual retreats will provide a feedback loop for faculty and administrators that will ensure continual planning, strategic thinking, the development of new initiatives, and the implementation of program improvements.

**Component 2) Develop New Learning Environments**

Briar Cliff understands that:

"most students perceive in-class and out-of-class experiences to be seamless. That is, what is learned during college is not easily partitioned into courses, friendships, organizations, library work, laboratory assignments, recreational activities, and so on."(*Kuh, Schuh, Witt and Associates, Involving Colleges: Successful approaches to fostering student learning and development outside the classroom, 1991.*)

Briar Cliff's strategic approach to developing new learning environments will be equally holistic. Through this component Briar Cliff will introduce enhancements in its physical learning environment, its curriculum, its teaching content and delivery, and will increase faculty involvement in co-curricular activities outside the classroom. This component addresses Briar Cliff's goal to create new learning environments for students and faculty in order to achieve a learner-centered learning community paradigm<sup>1</sup>. Research concerning learning communities suggests that organizational structures and cultures of instructional exploration are required to support sustained teaching and learning improvements.<sup>2</sup> This component will complement the faculty's student-learning focused comprehensive assessment program, which holds improved student success and retention as its vision. With special attention paid to its under-prepared first-year students, and with the leadership of a Director of Student Success, Briar Cliff will implement student persistence strategies that academic specialists and literature in the field indicate will result in a closely integrated, holistic learning environment for students. The key strategies, detailed below, involve enhancing Briar Cliff's physical learning environments, hiring a Director of Student Success, developing a multi-faceted developmental program to better meet the needs of under-prepared and at-risk first-year students, and creating new instances of learning communities at Briar Cliff.

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<sup>1</sup> Cross, P. 1998, "Why Learning Communities; Why now?" *About Campus*, August: 4-11.

<sup>2</sup> Supovitz, J.A., Dec 2002, "Developing communities of instructional practice," *Teachers College Record*; vol. 104, pp.1591-1626.

Strategy 1: Create New Classroom and Laboratory Environments. Briar Cliff has determined that Heelan Hall is in need of a seven million dollar renovation. However, the University is not yet positioned to engage in a capital campaign to accomplish such a full-scale project. The notion of a capital campaign cannot be revisited until 2006-07 at the earliest, when the current debt reduction campaign is expected to conclude. In the meantime, Briar Cliff's aspirations and plans for creating an enriched learning community cannot be put on hold without serious detrimental effects to faculty morale, student satisfaction, retention, and recruitment.

"Without question, the driving force – the defining force – in planning any (academic facility) improvements must be the mission and academic plan. All decisions...must be rooted in this basic beginning point." (Arthur J. Lidsky, Senior Consultant, Dober, Lidsky, Craig and Assoc, online [www.dcla.com/pkalsym.html](http://www.dcla.com/pkalsym.html))

Briar Cliff plans to transform the institution into a student centered learning community. As part of that plan, new IT classroom and lab environments will be created to encourage and support changes in the faculty's learning paradigms and better prepare students for the collaborative work, research, and problem solving they will encounter in the workforce.

"Smart" Classrooms. Faculty were surveyed in 2002 about their classroom needs. Their responses have helped determine the number of additional IT-equipped classrooms needed and the specific equipment required for effective use. Based on this survey and Briar Cliff's experience with its existing "Smart" classrooms, the University will expand by 6 the number of "Smart" classrooms to provide faculty and students consistent and easy-to-use technology installations.

PC Classroom. The faculty indicated in the 2002 survey of their classroom needs and the Registrar has confirmed that contention exists for use of Briar Cliff's one existing PC classroom. In Year 2, Briar Cliff will create a second PC classroom, alleviating a source of faculty concern over the availability of appropriate teaching spaces.

Integrated Multimedia Center. The Mass Communications Department, with historical emphases on TV, radio, photography, and journalism, was expanded in 2000 to include two new major programs, New Media and Graphic Design. At a time when digital platforms are creating the convergence of all these disciplines, Briar Cliff created a new Integrated Multimedia Center (IMC) and designed it as a learning environment to encourage large group, collaborative, and individual learning. Based on growing enrollments and growing student interest in media convergence, the Department will need to add workstations to accommodate increased class sizes. In Year 5, Briar Cliff will add 4 more workstations with appropriate equipment. Due to the elongated lab space in the IMC, a VCR is needed to send computer signal to 4 TV monitors that will be mounted around the lab so all students can see instructor demonstrations. Also, the Department is moving away from traditional photography and therefore from the traditional chemical dark room to the digital lab. Briar Cliff will add new digital cameras. Convergence is affecting Briar Cliff's TV studio, too, where a digital video editing deck and a video camera will be added. To prepare the IMC for the future, a computer server (\$26,190) will be installed where student's large digital video and image files can be stored to relieve drag on the campus network servers, and another server (\$26,190) will be installed to support the transformation of KLIF Radio into a web-based radio station.



The Biology Labs. The Biology laboratories service all science and nursing majors as well as general education students. As a priority project that affects so many students, Briar Cliff will remodel these labs to provide comfortable, attractive, and up-to-date learning environments during Year 1 of the grant. Infrastructure upgrades are needed in the General Biology lab and have been researched with the help of an architect familiar with Heelan Hall. These upgrades include a new electrical circuit (\$15,000), an HVAC system with a fresh air makeup system (\$40,000), and new lab sinks. New plumbing will need to be connected to the neutralization tank on the first floor, requiring core drilling through the concrete floor (\$10,000). The architect has suggested a 15% contingency for this project. Briar Cliff will proceed with its improvements to the General Biology Lab by installing chemically resistant rubber flooring and a drop ceiling with built in lighting to correct existing problems. The existing wooden-topped lab tables will be replaced with chemically resistant tops on new table assemblies, and backless wooden lab stools will be replaced with height-adjustable, padded lab chairs.

For the Anatomy/Physiology Lab, an upgrade from a 30-year old physiograph to a multi-channel data acquisition system will clearly enhance instruction and provide students the opportunity to use equipment available in modern health care and research facilities. This lab will be equipped with six new student stations, each accommodating four students.

For the Microbiology/Histology lab, a high-speed microcentrifuge, a thermal cycler, and electrophoresis chambers will be installed to enable lab components in genetics and microbiology to be offered. New binocular microscopes will replace old, monocular versions to better prepare Briar Cliff graduates for medical school, graduate study or for

employment. A modular de-ionization system will be installed to end the current practice of transporting water from the Chemistry labs. Finally, computers and a projection system will be purchased to assist students and professors in the collection and analysis of data. The scheduled renovation, upgrades, and equipment additions to these laboratories have been long in development and have been well considered and researched by the Biology Department faculty.

The Chemistry Instrumentation Lab. The condition of the Chemistry Instrumentation Lab that supports all Briar Cliff science and nursing students is also sub-par and will be addressed as a priority in Year 1 as well. This lab requires new rubber flooring and a drop ceiling/lighting system. New cabinetry will replace the existing warped cabinetry and new lab table assemblies will replace old wooden lab bench tops. Electrical wiring and computer network cabling will be incorporated into chases built into the new lab assemblies, eliminating the electrical wires that currently dangle from the ceiling. In Year 2, Briar Cliff will add a mass-spectrometer that is interfaced with a gas-chromatograph (\$47,885) to this laboratory. This system comes complete with a computer, the Mass Spectral Library Search program software, a color printer, and training. With this equipment, students taking courses in organic chemistry, biochemistry, quantitative analysis, and forensics will be able to solve for unknown compounds. The University has recently received updated bids from suppliers and equipment installers. It has sought architectural advice and estimates to confirm the Department strategies. Students and faculty will benefit from the enhanced instructional possibilities and professional surroundings this project will produce.

The Nursing Lab/Conference Room. The Nursing Department staff is currently working in a lab space that is so small it employs Murphy beds in place of freestanding hospital beds or examination tables. The Murphy beds drop so low to the floor that nursing students cannot practice skills from a natural posture or position. The proposed project will respond to the recommendations of the Iowa Board of Nursing and National League for Nursing Accrediting Commission Site Visit Exit Reports. Each report cited the current cramped quarters as being problematic. The University has designated a large vacated space (20' x 60') on the ground floor of Heelan Hall to become the Nursing Laboratory. This "old kitchen preparation" area will require professional demolition. The adjoining area, where a dumbwaiter and walk-in freezers are positioned currently, will be a new (20' x 20') Nursing Conference Room. By employing a drop ceiling with built-in lighting and general-level flooring and finishings, the entire space, totally gutted and rebuilt, will cost \$150,000. The architect has suggested a 20% contingency for this project. An HVAC unit (\$100,000) for the entire Lab and Conference Room space will be positioned on the asphalt driveway directly next to the west wall of the renovation. This project will span two years (Years 3 and 4) and involve a schedule as follows:

1.) Design and estimates	6 months	October 2005 – March 2006
2.) Construction documents	4 months	March 2006 – June 2006
3.) Bids/Contracts signed	2 months	June 2006 – July 2006
4.) Demolition, HVAC, electrical and networking systems installed	3 months	June 2006 – Sept 2006

At the end of 2005-06, the new room will be prepared and renovation of both the new space on the ground floor and the vacated space on the second floor of Heelan Hall can begin:

5.) Order materials/Delivery	4 months	October 2006 – Jan 2007
6.) In-house demolition of 2 <sup>nd</sup> floor space	1 month	May 2007
7.) Construction/Occupancy:	4 months	May 2007 – Aug 2007
- New Nursing Lab		
- New Nursing Conference Room		
- 2 new classrooms in vacated 2 <sup>nd</sup> floor space		

Occupancy of the new Nursing Laboratory involves creating a state of the art learning environment for the increasing number of students enrolled in Briar Cliff's Basic, LPN-BSN, and RN-BSN program. This will be accomplished by installing a variety of existing and new equipment in Year 4. Among the new equipment will be four patient simulation stations (two medical surgical, one critical care, and one OB/Peds/GYN). These stations will include hospital beds and a baby crib, storage carts and closets for medical supplies, one adult, and one child mannequin with multiple heart and lung sounds, IMED pumps, a gynecologic model, a Hemodynamic Monitoring System to monitor EKG, blood pressure, and cardio-pulmonary pressures, and other standard hospital equipment. The laboratory will feature computer workstations, a printer, and projection unit. The addition of these technology-enriched resources will provide students access to computer augmented instruction and exposure to a level of informatics commonly found in health care today.

The completion of this project will involve the renovation of the vacated second floor 20' x 40' space into two new classrooms in Year 4. Both classrooms will be for general use and will require appropriate IT student and instructor workstations to be installed in Year 5.

Strategy 2: Employ a Director of Student Success. There is no one on campus who has the credentials or who can provide the needed time and attention to lead new

developmental and co-curricular programming initiatives. Briar Cliff will establish a new position and employ a full-time Director of Student Success in Year One. The Director of Student Success will report to the Provost and bridge residence life with academic life. The Director will implement, develop, and evaluate programs to integrate students' curricular and co-curricular experiences to enhance student learning, satisfaction and persistence. Specifically, the Director will be responsible to oversee the developmental Summer Bridge Program course, described below, other developmental skills courses, the early warning system, and the various learning communities. The Director will monitor student academic and co-curricular progress in collaboration with residence hall staff and faculty. The Director will assume overall responsibility to orchestrate and implement a comprehensive program to promote student success. In Year 2, the Director will attend a First-Year Experience conference to network with peers, learn about successful co-curricular persistence strategies and gain new perspectives on those experiences that can contribute to student success.

Strategy 3: Develop a Summer Bridge Program. There is almost universal agreement that contemporary students are not as well prepared for college as students were a generation or more ago. In fact, Astin's most recent HERI Report (2002) places this phenomenon in historical perspective. The TRIO program's Upward Bound Summer Bridge program, offered to qualified high school seniors entering college, is an early intervention strategy that a growing body of evidence suggests is effective as an early intervention strategy. Briar Cliff will initiate a Summer Bridge Program, based on the TRIO program success, to increase under prepared students' chances of success in their first year at Briar Cliff. The implementation of Briar Cliff's Summer Bridge Program

will be in the form of an integrated, residential, two-week program for 20 students immediately preceding the fall term. The Summer Bridge Program will be piloted during the summer of 2003. The Program will consist of a 3-hour credit-bearing course. It will be team-taught in a learning community environment that will include supplemental discussion and instruction in the residence hall where the students will be housed. The faculty will be selected on the basis of their ability to pair two different disciplines into one thematic course, helping students see connections in academic areas of study that affect their lives. For example, an American historian and a political scientist whose expertise is American politics might teach such a course. The course will serve as a model to demonstrate for students what it will take for them to succeed at Briar Cliff. Consequently, the course will stress analytical reading, writing and critical thinking. The course will be supplemented with instruction that will include study skills, time management, note taking, and other academic survival skills. It will introduce students to the academic expectations the University holds for its students as well as programs, resources and services the University offers.

Strategy 4: Increase the Number of Developmental Skills Courses. In 1999-00, 30% of on-campus students, or 263 students, were both first generation and low income students. In fact, Briar Cliff has a pool of 606 students (69% of our population) with some eligibility for TRIO's Student Support Services (SSS) programming, being either low-income, first generation, or having a disability. Yet Briar Cliff's SSS program, which offers developmental courses and programming to eligible students, is funded to serve only 200 students. Clearly, not all students who will be in need of developmental skills courses will be able to attend the Summer Bridge Program or qualify for assistance

under Briar Cliff's Student Support Services program, which is limited in the number and type of students it can serve. Based on growing need and its own experience in offering developmental courses the University will increase the number of developmental courses during the regular academic year. The University will hire instructors to teach six additional developmental courses per year. The instructors will also be responsible for curriculum development, in collaboration with the Director of Student Success, and assessment of student learning outcomes. Through these courses, faculty will be able to help more under prepared students adjust to the realities and rigors of Briar Cliff's high academic expectations.

Strategy 5: Refocus the Content and Delivery of the Required New Student Liberal Arts

Sequence. Based on the recommendations of Briar Cliff's current LIBA Task Force, faculty will replace the existing high-level and relatively abstract LIBA 101 and 102 courses with a new required sequence for first-year students. The intent of these courses is to develop opportunities for a first-year experience, enhance student's academic preparedness for success in college, honor the philosophy of the integrative foundation, introduce freshmen to the Briar Cliff community of learners, and provide students choice over course selection. Students will be given choices among four courses offered in Terms I, II and III: LIBA 150: Popular Culture or LIBA 151: Women and Men, LIBA 152: The World Community or LIBA 153: The American Agenda. The courses are tentatively titled at this time. Each course will emphasize development of skills recognized as essential to success in college and include reading, critical thinking, writing, dialogue, and research. Students with lower ACT reading scores will be

advised into LIBA 150, which will have a more prominent emphasis on enhancing student's academic preparedness for success in college.

An increased number of instructors in interdisciplinary teams will be needed to teach the courses, with the predominant classroom experience offered in a seminar format with approximately 18 students. Large group experiences (i.e., lectures, seminar group presentations, field trips, films) will take place between 5 and 10 times per term. Briar Cliff will add and compensate eight LIBA instructors per year. The LIBA instructors will also be responsible for curriculum development and assessment of student outcomes.

Strategy 6: Initiate New Instances of Learning Communities. Research shows that students involved in learning communities develop supportive peer groups and become more deeply involved in learning when they study together. (Astin, 1993; Gabelnick et al., 1990; Pascarella & Terenzini, 1991; Tinto *et al.*, 1994, 1997). Faculty, student development personnel, and the Director of Student Success will collaborate to ensure that the coursework students experience informs residence life discussions and that residence life discussions inform course work. The addition of co-curricular "Houses" with faculty and staff sponsorship and other learning-related student persistence strategies will be implemented throughout the five years of the grant under the leadership of the Director of Student Success.

### **I. Narrative Regarding Key Personnel**

*Reader's Question:* To what extent are the past experience and training of key professional personnel directly related to the stated activity objectives?  
To what extent is the time commitment of key personnel realistic?

**Thomas V. Boeke, Ph.D.,** Briar Cliff's Provost will devote 35% of his time as the Title III Coordinator and Activity Director. He will be responsible for overall management,



coordination and implementation of the Title III program. Dr Boeke brings over 15 years of increasingly responsible administrative positions in institutions of higher education plus experience in administering several private and federally funded grant programs to this effort.

**Robert Olson, Ph.D.**, Associate Dean of Undergraduate Studies, Professor of Biology and Co-Chairperson of the Self Study Task Force on Assessment will promote academic assessment planning in collaboration with the Director of Assessment and Research. Dr. Olson will be paid a stipend of the equivalent of six credit hours (\$3,600) that will be institutionally funded. A total of 25% of Dr. Olson's time can be expected to be devoted to Title III assessment and faculty development program implementation.

**Mary Huba, Ph.D.**, Assistant Vice-Provost for Undergraduate Programs at Iowa State University, will provide external evaluation and consulting for this Activity. Dr. Huba has helped several colleges and universities refine their assessment plans and develop their assessment programs. She is a consultant/evaluator for the Higher Learning Commission of the North Central Association. Dr. Huba is co-author of *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning* (Allyn & Bacon, 2002).

**The Director of Assessment and Research** is a 100 percent full-time position that will be filled through established Briar Cliff search policies and procedures. Qualified current faculty or staff members may choose to apply for this position. This position may have the greatest impact on the future evolution of the University. The Director will assist the Title III Coordinator in the collection and reporting of data required by the Department of Education as well as the responsibilities noted in the job description.

**The Director of Student Success** is a 100 percent full-time position. The position will also be filled through established Briar Cliff search policies and procedures. The Director of Student Success will work with at-risk students, serve as liaison between faculty and student development, and help create co-curricular learning community environments.

The following table quantifies the time commitment for key personnel for this Activity. Positions that are fully or partially paid through the grant are **bolded**. Resumes and job descriptions follow the table below. Other key positions, accompanied by brief descriptions of their main involvement with the grant and the estimated percentage of their time that will be donated by Briar Cliff to support the program, are also noted.

<b>Yr 1 through Yr 5</b>	<b>Staff Member</b>	<b>% FTE/ Funding Source</b>	<b>Main responsibilities vis a vis Title III</b>
	President	5% BCU	Title III strategic/fiscal mgmt oversight
	Provost	35% BCU	Management of activity-related assessment, curricular and co-curricular program development and implementation, facility and equipment upgrades; key personnel oversight
	VP of Finance	5% BCU	Title III financial oversight/reporting
	<b>Director Of Assessment and Research</b>	<b>50% T3/ 50% BCU</b>	Coordinate assessment program, data gathering, analysis, and reporting
	<b>Director Of Student Success</b>	<b>50% T3/ 50% BCU</b>	Create and assess co-curricular learning communities, develop and manage programs for at-risk students, work with faculty, especially those involved in learning communities and developmental courses/programs
	Dean of Student Development	15% BCU	Activity-related student, at-risk student, co-curricular, and learning community oversight
	Associate Dean for Undergraduate Studies	25% BCU	Faculty development and assessment program development, Assessment Leadership Team and Task Force
	<b>Clerical Support</b>	<b>50% T3/ 50% BCU</b>	Supports Director Of Assessment & Research
	<b>Clerical Support</b>	<b>50% T3/ 50% BCU</b>	Supports Director of Student Success
	<b>Dr. Mary Huba</b>	<b>5% T3</b>	External evaluation and consulting

## THOMAS V. BOEKE

Email: [boeket@briarcliff.edu](mailto:boeket@briarcliff.edu)

Phone: 712.279.5402

### **Briar Cliff University**

1999-Present      **Provost / Executive Vice President / Academic Dean**

Responsible for all major internal operations of the University. Other responsibilities include: outcomes assessment, program review, and accreditation. Responsible for the University in the absence of the President.

### **Cabrini College - Radnor, Pennsylvania**

1993-1999      **Provost/Academic Dean/Assistant to the President**

Chief academic officer. Senior cabinet officer. Wrote successful HUD and Department of Education grants. Responsible for the College in the absence of the President.

### **College of Saint Rose - Albany, New York**

1991-1993      **Dean of the School of Arts and Humanities**

Responsible for all academic policies and procedures of the school. Reported to VPAA.

1988-1991      **Dean of the Undergraduate School**

Responsible for all undergraduate policies and procedures. Reported to VPAA.

### **University of Saint Francis - Joliet, Illinois**

1986-1988      **Associate Dean of the Faculty**

Responsible for the initiation, development, and implementation of a new system for faculty evaluation and the promotion of faculty development activities; wrote and administered a faculty development grant awarded by the Lilly Foundation. Reported to Dean of the Faculty.

### **Teaching Experience**

#### **Selected Courses taught:**

United States in World Affairs

Middle East in World Affairs

International Relations

Contemporary Political & Social Justice Issues

History and Politics of the War in Vietnam

The United States Since 1945

### **Awards**

Ford Foundation Fellowship

National Science Foundation Fellowship

Taft Teaching Fellowship

### **Professional Activities**

Numerous professional conference presentations, reports and workshops pertaining to faculty development, creative teaching and learning, liberal education, student learning, and partnerships between academic and student affairs.

### **Education**

Ph.D.    University of Cincinnati, Political Science

B.A.    Ohio State University, Political Science

### **Community And Professional Service**

Member of accreditation teams for the New York State Board of Higher Education, the North Central Association, and the Middle States Association. Member and Board Member of numerous community and educational organizations.

## **Curriculum Vita**

**Robert Earl Olson, Ph.D., Briar Cliff University**

E-mail: [olson@briarcliff.edu](mailto:olson@briarcliff.edu)

Phone: 712-279-1618

### **Education**

1981	<b>Ph.D.</b> , Anatomy, University of Minnesota
1972	<b>M.S.</b> , Physiology & Pharmacology, University of North Dakota
1969	<b>B.S.</b> , Biology, College of Great Falls

### **Employment**

1981- Present	Biology Department Selected Courses taught: anatomy, physiology, histology, microbiology, pathophysiology
2001 – Present	Associate Dean, School of Undergraduate Studies Responsibilities include: assessment and faculty development activities

### **Honors & Distinctions**

Iowa Academy of Science Distinguished Iowa Science Teaching Award  
Burlington Northern Distinguished Faculty Award  
NDEA Fellow  
Delta Epsilon Sigma, National Scholastic Honor Society

### **Current Societies And Professional Organizations**

Iowa Academy of Science  
Iowa Microscopy Society

### **University And Professional Service**

2001-	Chairperson, Task Force on Assessment
2002-	Steering Committee Task Force Chairperson on Assessment
1995-1999	Chairperson, Division of Natural and Mathematical Sciences
1992-	Textbook reviewer, Mosby-Yearbook, Inc.; Wm. C. Brown Publishers
1992	Panel moderator, NSF Teacher Enhancement Program
1991	Chairperson, Academic Rank and Sexual Harassment Committees

Numerous professional publications and presentations.

## Curriculum Vita

Mary E. Huba

Email: [MHuba@IAState.edu](mailto:MHuba@IAState.edu)

Phone: 515.294.5478

**Current Position** Assistant Vice Provost for Undergraduate Programs, Iowa State  
Responsibilities. Provide leadership in the area of student outcomes assessment and supporting learner-centered initiatives on campus.

Professor, Department of Educational Leadership and Policy Studies  
Responsibilities. Teach graduate courses in assessment and evaluation.

**Education** B.A. College of St. Rose, 1969 (English)  
M.A. SUNY at Albany, 1973 (English Education)  
Ph.D. SUNY at Albany, 1977 (Educational Psychology and Statistics)

### Selected Experience

Teaching and Research -- Educational Leadership and Policy Studies, 1977 - present  
Graduate Course Taught Currently: Program Assessment and Evaluation  
Student Outcomes Assessment Coordinator, Office of the Provost, 1994-2000  
Off-Campus Committee Assignments  
Member, Consultant Evaluator Corps, Higher Learning Commission of the North Central Association, 1997-present  
Member, Accreditation Review Council, Higher Learning Commission of the North Central Association, 2001-present  
Member, "Restructuring Expectations" Workgroup, Higher Learning Commission of the North Central Association, November 8-9, 2001

### Honors and Awards

Citation of Research Merit, AERA Special Interest Group on Classroom Assessment, 1997

### Grants

Olafsson, S., Huba, M. E., Jackman, J. K., Peters, F. E., & Ryan, S. M. (October, 2002). An active learning environment for information technology across the curriculum. National Science Foundation, \$100,010, 12 months.

### Books

Huba, M. E. & Freed, J. (2000). Learner-centered assessment on college campuses: Shifting the focus from teaching to learning. Needham Heights, MA: Allyn & Bacon.

Numerous Publications, Presentations, Reports and Workshops Pertaining To Learner-Centered Assessment, Learning Communities, Rubrics, and Evaluation.

**Job Description: Director of Student Success**

The Director of Student Success will report to the Provost and will be responsible for implementing, developing and evaluating programs to integrate students' curricular and co-curricular experiences, to bring together the various retention efforts currently in place, and to direct a comprehensive array of support programs primarily for new students. The Director will identify and promote opportunities for new, existing and/or enhanced programs of services and will collaborate with student development personnel, faculty and academic affairs administrators. The Director must be able to work effectively within a team environment, understand the transitional needs of new, under prepared and under represented students. Responsibilities include:

- coordinating new student and transfer orientation programs;
- coordinating the Summer Bridge Program;
- coordinating the developmental skills course offerings;
- establishing and implementing short and long range developmental goals, objectives, policies and operating procedures;
- monitoring and submitting reports on student persistence of designated cohort and demographic groups;
- implementing learning communities in residence halls in collaboration with faculty-designed linked courses;
- insuring the LIBA sequence of required courses receive appropriate programming in the residence halls;
- developing "houses" in residence halls;
- managing an effective early warning system;
- insuring that at-risk students are advised into appropriate courses;
- monitoring the academic progress of at-risk students;
- teaching development skills courses in the Summer Bridge Program and during the academic year; and,
- other duties as assigned by the Provost.

**Qualifications:**

- Master's degree in an academic discipline required; Teaching and Ph.D. preferred
- Demonstrated skills and experience in working with students and faculty in collaborative program administration and management
- Knowledge of factors influencing student persistence, learning styles, learning communities, and position related contemporary research

**Job Description: Director of Assessment and Research**

The Director of Assessment and Research will report to the Provost and will be primarily responsible for the development, implementation and sustained existence of a comprehensive program to assess student learning outcomes that will result in an assessment culture on campus. The Director will collaborate with the Associate Dean and faculty to implement specific policies and procedures for such a program in order to help faculty make appropriate decisions for course, program, and other curricular improvements. The Director will also conduct, analyze and disseminate institutional research to aid in executive decision-making. Assessment responsibilities include:

- developing statements of intended learning outcomes;
- presenting a matrix linking intended learning outcomes and courses/experiences in which outcomes are to be obtained;
- identifying measures to be used to assess each outcome;
- describing who will use results and for what purposes;
- collecting, analyzing, interpreting and using data for improvement;
- establishing feedback loops to key stakeholder groups; and,
- evaluating the assessment program according to AAHE's principles of Good Practice for assessing student learning.

Research responsibilities include:

- preparing reports to meet institutional, state, federal and accrediting requirements;
- supporting administration with data analysis for strategic planning initiatives;
- analyzing recruitment, marketing efforts, and student retention;
- collecting and reporting information related to academic activities, matriculation, institutional planning, and helping program review processes;
- conducting studies to evaluate student demography, enrollment trends; and, other projects as directed by the Provost.

Qualifications:

- Master's Degree required; Ph.D. preferred
- Documented analytical research required with experience in higher education preferred
- Skills in research methodology, design, and knowledge of statistical methodology required

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED				ACTIVITY NUMBER		PAGE NUMBER		NUMBER OF PAGES		FORM APPROVED OMB NO. 1840-0114 EXP. DATE: 12/31/03		
ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)												
1. Name of Applicant Institution: BRIAR CLIFF UNIVERSITY				Activity Title: MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS								
3. Budget Categories By Year		First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
Object Class	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested
a. Personnel (Position Title) DIRECTOR OF ASSESSMENT AND RESEARCH (1/2 BCU; ½ TITLE III FUNDS)	100	\$ 20,000	100	\$ 20,400	100	\$ 20,808	100	\$ 21,224	100	\$ 21,648	100	\$ 104,080
DIRECTOR OF STUDENT SUCCESS (1/2 BCU; ½ TITLE III FUNDS) (11 MOS. PRORATED YR 1)	100	18,333	100	20,400	100	20,808	100	21,224	100	21,648	100	102,413
CLERICAL SUPPORT (2 POSITIONS) ½ BCU; ½ TITLE III FUNDS) (9 MOS. PRORATED YR 1)	100	15,000	100	20,400	100	20,808	100	21,224	100	21,648	100	99,080
SUB-TOTAL		53,333		61,200		62,424		63,672		64,944		305,573
b. Fringe Benefits @ 25%		13,333		15,300		15,606		15,918		16,236		76,393
c. Travel		3,600		5,700		3,600		3,600		3,600		20,100
d. Equipment		66,089		66,020		6,045		6,000		64,470		208,624
e. Supplies		80,275		103,209		17,058		73,495		146,390		420,427
f. Contractual		-		-		-		-		-		-
g. Construction		95,221		-		198,000		133,000		-		426,211
h. Other		48,680		48,680		48,680		48,680		46,180		240,900
i. TOTAL DIRECT CHARGES		360,531		300,109		351,413		344,365		341,820		1,698,238



# GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM

Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved

OMB No. 1840-0114

EXP. DATE: 12/31/03

## OTHER BUDGET INFORMATION

Name of Applicant Institution: BRIAR CLIFF UNIVERSITY

Activity Title: MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS

### REMARKS:

### FUNDS REQUESTED YEAR 1: 2003-2004

#### a. Personnel

1) Director Assessment and Institutional Research hired on a full-time basis (50% BCU/50% Title III funds)	20,000	53,333
2) Director Student Success hired on a full-time basis (50% BCU/50% Title III funds) prorated to 11 mos.	18,333	
3) 2 Clerical Support staff hired on a full-time basis (50% BCU/50% Title III funds) prorated to 9 mos.	15,000	

*These salaries are consistent with other Briar Cliff University staff and administrative salaries.*

**b. Fringe Benefits** Fringe benefits are calculated @ 25% of annual salary for all full-time employees.

13,333

#### c. Travel

A team of 4 faculty will attend AAHE/HLC Assessment workshop or the NCTLA Assessment Institute, for example, to gain insights into assessment of student learning outcomes, and then incorporate measures into their syllabi and share information with colleagues upon their return.

Plane (600r/t \* 4) = 2400; Room (100\*3days\*2 dbl rooms) = 600; Per Diem (50\*3\*4) = 600

3,600

#### d. Equipment

1) Fisher Hamilton Biology Lab table assemblies w/installation	30,172	66,089
2) Chemistry lab table assemblies w/installation (Innovative Lab Systems, Ashland, NE, bid: 2/4/03)	13,300	
3) Server for Assessment/Institutional Research databases, files (Dell PowerEdge 6600 2GHz 2MB Cache)	22,617	

#### e. Supplies

1) Height adjustable lab chairs (2 labs * 26 chairs @ 200)	10,400	80,275
2) 30 Leica binocular light microscopes @ 834	25,020	
3) 6 physiology student stations (w/ 6 Carolina Multichannel Data Acquisition Systems @ 2,250 = 13,500; 6 multi-lead ECG assembly @ 435 = 2,610; 6 Gateway computer @ 1,000 = 6,000; 1 color printer @ 150)	22,260	
4) Genetics and Microbiology lab equipment (Edvotek-2 horiz gel electrophoresis dual cambers @ 205; 2 electrophoresis power supplies @ 390; 1 white box for gel visualization @ 95; 1 thermal cycler for PCR @ 2,675; 2 high speed microcentrifuge @ 1,475; 8 variable automatic micropipets @ 184; 1 orbital shaker @ 800; 2 protein vertical gel electrophoresis chambers @ 180; 1 pH/mV/Temperature meter @ 480; 1 Armalab digital water bath and cover @ 735; 1 Armalab 10L digital shaking water bath and cover @ 1,850)	12,625	
5) Barnstead E-Pure 4 Module Deionization System @ 3,500	3,500	
6) Lab computer technology (1 Gateway tablet PC @ 2,800; 3 color printers @ 150; 1 portable data projection unit @ 3,000)	5,950	
7) Summer Bridge Program materials and supplies (20 students * 26)	520	

**f. Construction** (estimates from Kevin Godwin, AIA, Principal, Ruble Mamura Moss Brygger Architects. Sioux City, IA, 2/03)

1) Biology Lab (40' x 20')	72,200	95,211
(Core drilling-connect plumbing to neutralization tank @ 10,000; ceiling, lighting, finishing @ 4/sq ft = 3,200; new electrical circuit @ 15,000; rubber flooring @ 5/sq ft = 4,000; HVAC with fresh air makeup @ 40,000)		
2) Chemistry lab (21' x 21')		
(drop ceiling with built in lighting @ 4/sq ft = 1,764; rubber flooring @ 5/sq ft = 2,205)	3,969	
4) Architects fee @ 10% for Biology and Chemistry Labs	7,617	
3) Contingency @ 15% for Biology and Chemistry Labs	11,425	

#### h. Other

1) External Evaluator, Dr. Huba (2,500 fee and expenses)	2,500	48,680
2) Faculty release time – incorporate student learning outcome measures (5 * 1,800)	9,000	

# GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM

Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved:

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EXP. DATE: 12/31/03

## OTHER BUDGET INFORMATION

Name of Applicant Institution: BRIAR CLIFF UNIVERSITY

Activity Title: MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS

3) Formal and informal faculty discussion forums - amenities	500
4) Annual Assessment & Persistence Strategies Retreat (1,500 facilitator fee + travel; room rental & meals for 20 participants @20=500) involving Pres, Provost, Provost Council; Dir Student Success; Dir Assessment/Research	2,000
5) 6 Developmental Course instructors @ 1,800	10,800
6) 8 LIBA instructors @ 1,800	14,400
7) 2 Summer Bridge Program instructors @ 1,800	3,600

### TOTAL DIRECT CHARGES, YEAR 1

360,531

### FUNDS REQUESTED YEAR 2: 2004-2005

#### a. Personnel (with 2% raise)

1) Director Assessment and Institutional Research (50%BCU/50% Title III funds @ 40,000 base salary)	20,400
2) Director Student Success (50% BCU/50% Title III funds @ 40,000 base salary)	20,400
3) 2 Clerical Support staff (50% BCU/50% Title III funds @ 20,000 base salary each)	20,400

61,200

#### b. Fringe Benefits Fringe benefits are calculated @ 25% of annual salary

15,300

#### c. Travel

1) A team of 4 faculty will attend AAHE/HLC Assessment workshop, or the NCTLA Assessment Institute, for example, to gain insights into assessment of student learning outcomes, and then incorporate measures into their syllabi and share information with colleagues upon their return.

5,700

Plane (600r/t \* 4) = 2400; Room (100\*3days\*2 dbl rooms) = 600; Per Diem (50\*3\*4) = 600

3,600

2) Dir Student Success to First Year conference (plane @ 600r/t; hotel 3 nights@100; 3\*50 per diem)

1,050

3) Dir Assessment/Research to AIR conference (plane @ 600r/t; hotel 3 nights@100; 3\*50 per diem)

1,050

#### d. Equipment

1) Saturn 3900 Gas Chromatograph/Mass Spectrometer installed (1/13/03 Varian Inc. quote)	47,885
2) 2 AMX Wireless Control System (touchpad controller for all presentation inputs in 2 new "Smart" classrooms for faculty ease-of-use and consistent interface @ 6,045)	18,135

66,020

#### e. Supplies

1) PC Classroom to alleviate faculty contention for use of the University's existing PC classroom 24 PC workstations @ 2000; Data projector @ 4,750; projector mount @ 325)	53,075
2) 3 "Smart Classrooms to ease contention for appropriate teaching environments and add ease-of-use and consistent interfaces for faculty/students. (Quote from Pratt A/V, Omaha, NE) (3 @ 16,538, detail below ) 3 -Sharp XG-C40XU LCD Projector @ 4,750 3 -Sharp AN-XGCM53 Ceiling Bracket for Data Projector @ 325 3 -Pratt Custom Podium @ 2,000 3 -Elmo 5000XG Visual Presenter @ 3,500 3 -JVC HR-S3910 SVHS VCR @ 250 3 -Extron P/2 DA 2 Plus Computer Amplifier @ 225 3 -EV 4.2 Wall Speakers @ 340 3- Pro CO Custom Wall Plate @ 100 3 -JVC RX-8010VBK Audio Receiver @ 380 3 -Miscellaneous Cables and Connectors @ 500 3 -Gateway 700C w/flatscreen; 1.8MHz; 512 MB RAM; 40 GB HD @ 1,668 3 -Installation and training @ 2,500	49,614
3) Summer Bridge Program materials and supplies (20 students * 26)	520

103,209

# GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM

Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved:  
OMB No. 1840-0114  
EXP. DATE: 12/31/03

## OTHER BUDGET INFORMATION

Name of Applicant Institution: BRIAR CLIFF UNIVERSITY

Activity Title: MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS

<b>h. Other</b>		48,680
1) External Evaluator, Dr. Huba (2,500 fee and expenses)	2,500	
2) Faculty release time – incorporate student learning outcome measures (5 * 1,800)	9,000	
3) Formal and informal faculty discussion forums - amenities	500	
4) Annual Assessment & Persistence Strategies Retreat (1,500 facilitator fee + travel; food/room rental for 25 participants @20=500) involving Pres, Provost, Provost Council; Dir Student Success; Dir Assessment/Research	2,000	
5) 6 Developmental Course instructors @ 1,800	10,800	
6) 8 LIBA instructors @ 1,800	14,400	
7) 2 Summer Bridge Program instructors @ 1,800	3,600	
8) Summer Bridge Program room and board (20 students * 21/day * 14 days)	5,880	

### TOTAL DIRECT CHARGES, YEAR 2

300,109

### FUNDS REQUESTED YEAR 3: 2005-2006

<b>a. Personnel</b> (with 2% raise)		62,424
1) Director Assessment and Institutional Research (50%BCU/50% Title III funds @ 40,000 base salary)	20,808	
2) Director Student Success (50% BCU/50% Title III funds @ 40,000 base salary)	20,808	
3) 2 Clerical Support staff (50% BCU/50% Title III funds @ 20,000 base salary each)	20,808	
<b>b. Fringe Benefits</b> Fringe benefits are calculated @ 25% of annual salary		15,606
<b>c. Travel</b>		3,600
A team of 4 faculty will attend AAHE/HLC Assessment workshop, or the NCTLA Assessment Institute, for example, to gain insights into assessment of student learning outcomes, and then incorporate measures into their syllabi and share information with colleagues upon their return.		
Plane (600r/t * 4) = 2400; Room (100*3days*2 dbl rooms) = 600; Per Diem (50*3*4) = 600	3,600	
<b>d. Equipment</b>		6,045
1 AMX Wireless Control System (touchpad controller for all presentation inputs in 2 new "Smart" classrooms for faculty ease-of-use and consistent interface @ 6,045		
<b>e. Supplies</b>		17,058
1) 1 "Smart Classroom to ease contention for appropriate teaching environments and add ease-of-use and consistent interfaces for faculty/students. (Quote from Pratt A/V, Omaha, NE) (@ 16,538, detail below)	16,538	
1 -Sharp XG-C40XU LCD Projector @ 4,750		
1 -Sharp AN-XGCM53 Ceiling Bracket for Data Projector @ 325		
1 -Pratt Custom Podium @ 2,000		
1 -Elmo 5000XG Visual Presenter @ 3,500		
1 -JVC HR-S3910 SVHS VCR @ 250		
1 -Extron P/2 DA 2 Plus Computer Amplifier @ 225		
1 -EV 4.2 Wall Speakers @ 340		
1- Pro CO Custom Wall Plate @ 100		
1 -JVC RX-8010VBK Audio Receiver @ 380		
1 -Miscellaneous Cables and Connectors @ 500		
1 -Gateway 700C w/flatscreen; 1.8MHz; 512 MB RAM; 40 GB HD @ 1,668		
1 -Installation and training @ 2,500		
2) Summer Bridge Program materials and supplies (20 students * 26)	520	

**GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM**  
**Title III, Higher Education Act of 1965, as amended by Public Law 102-325**

Form Approved:  
OMB No. 1840-0114  
EXP. DATE: 12/31/03

**OTHER BUDGET INFORMATION**

**Name of Applicant Institution:** BRIAR CLIFF UNIVERSITY

**Activity Title:** MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS

<b>f. Construction</b> (estimates from Kevin Godwin, AIA, Principal, Ruble Mamura Moss Brygger Architects. Sioux City, IA, 2/03)	198,000
Renovation of ground floor space for 60' x 20' Nursing Lab and 20' x 20' Conference Room	
Demolition, electrical, networking @ 60,000; Architect fees @10% (6,000); HVAC @ 100,000; Contingency @20% of demolition and HVAC (32,000)	
<b>h. Other</b>	48,680
1) External Evaluator, Dr. Huba (2,500 fee and expenses)	2,500
2) Faculty release time – incorporate student learning outcome measures (5 * 1,800)	9,000
3) Formal and informal faculty discussion forums - amenities	500
4) Annual Assessment & Persistence Strategies Retreat (1,500 facilitator fee + travel; food/room rental for 25 participants @20=500) involving Pres, Provost, Provost Council; Dir Student Success; Dir Assessment/Research	2,000
5) 6 Developmental Course instructors @ 1,800	10,800
6) 8 LIBA instructors @ 1,800	14,400
7) 2 Summer Bridge Program instructors @ 1,800	3,600
8) Summer Bridge Program room and board (20 students * 21/day * 14 days)	5,880
<b>TOTAL DIRECT CHARGES, YEAR 3</b>	<b>351,413</b>

**FUNDS REQUESTED YEAR 4: 2006-2007**

<b>a. Personnel</b> (with 2% raise)	63,672
1) Director Assessment and Institutional Research (50%BCU/50% Title III funds @ 40,000 base salary)	21,224
2) Director Student Success (50% BCU/50% Title III funds @ 40,000 base salary)	21,224
3) 2 Clerical Support staff (50% BCU/50% Title III funds @ 20,000 base salary each)	21,224
<b>b. Fringe Benefits</b> Fringe benefits are calculated @ 25% of annual salary	15,918
<b>c. Travel</b>	3,600
A team of 4 faculty will attend AAHE/HLC Assessment workshop, or the NCTLA Assessment Institute, for example, to gain insights into assessment of student learning outcomes, and then incorporate measures into their syllabi and share information with colleagues upon their return.	
Plane (600r/t* 4) = 2400; Room (100*3days*2 dbl rooms) = 600; Per Diem (50*3*4) = 600	3,600
<b>d. Equipment</b>	6,000
Nursing Lab Equipment- 1 ER Live support adult mannequin (multiple heart & lung sounds)	6,000
<b>e. Supplies</b>	73,495
1) Nursing Lab Supplies and furnishings	72,975
4 Simulated Stations w/ 3 hospital beds @ 5,000=15,000 and 1 Baby crib @ 1,500; 2 Storage carts for medical supplies @ 300=600; Storage closets @ 500=1,000; GYN model @ 550; Pediatric patient care mannequin @ 3,400; Adult mannequin @ 3,000; Pelvis with fetal skull @ 250; Pulse Oximetry @ 600; Doppler @ 750; Ear thermometer @ 150; IMED Pumps @ 5,000; IV Stand Equipment/Simulated IV insertion @ 3,150; Dinamap machine @ 1,000; Hemodynamic Monitoring System @ 5,000; 4 Palm pilots @ 500= 2,000; 4 Computers @ 2,000 = 8,000 with 4 workstations @ 1,500=6,000, printer @ 575, printer stand @ 200; 10 branched NCLEX-type client simulation CAI programs @ 1,000=10,000; 20 student chairs @ 100=2,000; 3 student tables @ 1,000=3,000; instructor chair @250	
2) Summer Bridge Program materials and supplies (20 students * 26)	520
<b>f.) Construction</b> (estimates from Kevin Godwin, AIA, Principal, Ruble Mamura Moss Brygger Architects. Sioux City, IA, 2/03)	133,000
1) Construct and finish 60' x 20' Nursing Lab and 20' x 20' Conference Room	90,000
flooring, ceiling, lighting, finishing @ 90,000	

# GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM

Title III, Higher Education Act of 1965, as amended by Public Law 102-325

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## OTHER BUDGET INFORMATION

Name of Applicant Institution: BRIAR CLIFF UNIVERSITY

Activity Title: MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS

Architectural fees @ 10%	9,000	
Contingency @ 20%	18,000	
2) Renovate vacated 2 <sup>nd</sup> floor classroom space to create 2 20'x20' classrooms @ 20/sq ft	16,000	
<b>h. Other</b>		48,680
1) External Evaluator, Dr. Huba (2,500 fee and expenses)	2,500	
2) Faculty release time – incorporate student learning outcome measures (5 * 1,800)	9,000	
3) Formal and informal faculty discussion forums - amenities	500	
4) Annual Assessment & Persistence Strategies Retreat (1,500 facilitator fee + travel; food/room rental for 25 participants @20=500) involving Pres, Provost, Provost Council; Dir Student Success; Dir Assessment/Research	2,000	
5) 6 Developmental Course instructors @ 1,800	10,800	
6) 8 LIBA instructors @ 1,800	14,400	
7) 2 Summer Bridge Program Instructors @ 1,800	3,600	
8) Summer Bridge Program room and board (20 students * 21/day * 14 days)	5,880	
<b>TOTAL DIRECT CHARGES, YEAR 4</b>		<b>344,365</b>

## FUNDS REQUESTED YEAR 5: 2007-2008

<b>a. Personnel</b> (with 2% raise)		64,944
1) Director Assessment and Institutional Research (50%BCU/50% Title III funds @ 40,000 base salary)	21,648	
2) Director Student Success (50% BCU/50% Title III funds @ 40,000 base salary)	21,648	
3) 2 Clerical Support staff (50% BCU/50% Title III funds @ 20,000 base salary each)	21,648	
<b>b. Fringe Benefits</b> Fringe benefits are calculated @ 25% of annual salary		16,236
<b>c. Travel</b>		3,600
A team of 4 faculty will attend AAHE/HLC Assessment workshop, or the NCTLA Assessment Institute, for example, to gain insights into assessment of student learning outcomes, and then incorporate measures into their syllabi and share information with colleagues upon their return.		
Plane (600r/t * 4) = 2400; Room (100*3days*2 dbl rooms) = 600; Per Diem (50*3*4) = 600	3,600	
<b>d. Equipment</b>		64,470
1) 2 AMX Wireless Control Systems (touchpad controller for all presentation inputs to 2 new "Smart" classrooms for faculty ease-of-use and consistent interface) @ 6,045	12,090	
2) Server to support Integrated Multimedia Center image and video files	26,190	
Dell PowerEdge 6600 (2.0GHz; 2MB Cache; 6GB Memory; 36GB HD		
3) Server to support Integrated Multimedia Center web-based radio station	26,190	
Dell PowerEdge 6600 (2.0GHz; 2MB Cache; 6GB Memory; 36GB HD		
<b>e. Supplies</b>		146,390
1) 2 "Smart" classrooms to ease contention and add ease-of-use and consistent interface for faculty.	33,076	
2 x "Smart" classroom equipment as presented in Year 1 and Year 2 @ 16,538		
2) Integrated Multimedia Center equipment and workstations	40,794	
(4 Apple Computers @ \$4,875=19,500; 2 Sony DSR-25 DV/DVCAM deck @ 3,499=6,998; 2 Digital still camera @ 2,173=4,346 ; 1 mini DV camera @ 2,500; Gateway E-400 w/flatscreen; 2.8MHz; 512 MB RAM		
80 GB HD @ \$2,000; 1 VCR @ 150; 4 TV monitors @ 425=1,700; 1 Quad work area @ 2,000;		
8 lab chairs @ 200		
3) Workstations for 2 new 2nd floor Classrooms (18 workstations * 2 rooms @ \$2000)	72,000	
4) Summer Bridge Program materials and supplies (20 students * 26)	520	

**GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM**

Title III, Higher Education Act of 1965, as amended by Public Law 102-325

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**OTHER BUDGET INFORMATION****Name of Applicant Institution:** BRIAR CLIFF UNIVERSITY**Activity Title:** MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS**h. Other**

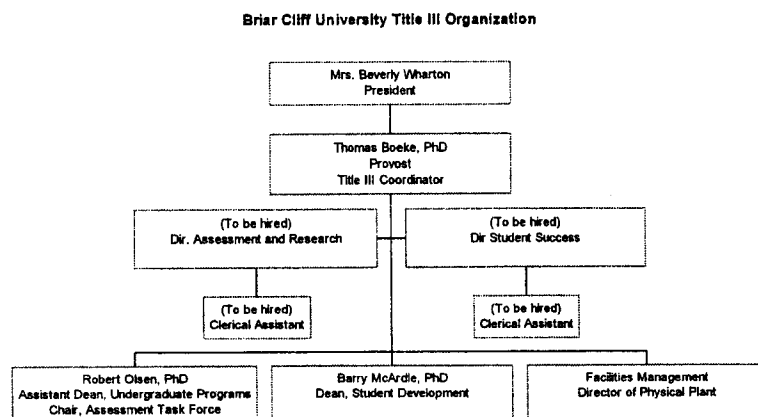
		46,180
1) Faculty release time – incorporate student learning outcome measures (5 * 1,800)	9,000	
2) Formal and informal faculty discussion forums - amenities	500	
3) Annual Assessment & Persistence Strategies Retreat (1,500 facilitator fee + travel; food/room rental for 25 participants @20=500) involving Pres, Provost, Provost Council; Dir Student Success; Dir Assessment/Research	2,000	
4) 6 Developmental Course instructors @ 1,800	10,800	
5) 8 LIBA instructors @ 1,800	14,400	
6) 2 Summer Bridge Program instructors @ 1,800	3,600	
7) Summer Bridge Program room and board (20 students * 21/day * 14 days)	5,880	
<b><u>TOTAL DIRECT CHARGES, YEAR 5</u></b>		<b>341,820</b>

### K. Project Management Plan Narrative

*Reader's Questions:* To what extent are the procedures for managing the project likely to ensure that the institution will efficiently and effectively implement the project? To what extent do the project coordinator and activity director(s) have sufficient authority to conduct the project effectively, including access to the president or chief executive officer?

Through its Project Management plan, Briar Cliff will ensure the efficient and effective implementation of its Title III project. The design of the activity and its management plan is well integrated into University organizational and governance structures, and will ensure that the President, Administrative Council, Provost Council, Department Chairpersons, and organs of governance have sufficient and timely communication concerning the progress of the Title III program. Based on monthly formative assessments of progress and data analysis, the University will be able to make modifications as needed with appropriate involvement and approvals, and the Activity will be completed in full compliance with institutional and federal requirements.

### Administrative Structure



The organizational chart reflects the Title III structure for the project. These relationships and reporting lines provide the Provost/Coordinator/Activity Director the

needed authority to enable effective work with Briar Cliff employees whose areas of supervision, expertise, or experience will be called upon in the implementation of various Title III projects. Briar Cliff's Provost, Thomas Boeke, Ph.D., will serve as Title III Coordinator and Activity Director, devoting 35% of his time to overseeing the project, coordinating and supervising the performance of all project staff, including the external evaluator. As Provost/Title III Coordinator/Activity Director, Dr. Boeke will report directly to the President. In addition, the Provost/Coordinator/Activity Director is a member of the Administrative Council that consists of the president and the vice presidents. He also chairs the Provost Council and meets regularly with the Assoc. Dean of Undergraduate Programs, academic department chairpersons, and the Dean for Student Development. The Director of Physical Plant reports directly to the Provost/Title III Coordinator. Both the Director of Student Success and the Director of Assessment and Research will report directly to Boeke. These arrangements will provide an abundance of means to communicate and provide Title III related information to key administrators.

### **Management Procedures**

Dr. Boeke will apprise the President and Administrative Council on the status of the project on a monthly basis, and will report to the Board of Trustees quarterly. To ensure the purposes and objectives of this project are successfully achieved, Dr. Boeke as Title III Coordinator, will:

- meet regularly with all activity project personnel and ensure the achievement of Activity Objectives through collaborative and collegial management and oversight techniques;



- maintain compliance with all Federal regulations, procedures, and policies affecting administration and reporting for the project;
- ensure internal compliance and adherence to Title III reporting regulations and schedules and develop and distribute a Title III Policies and Procedures Manual;
- ensure appropriate data collection methodologies and maintain accurate data to effectively measure the achievement of Activity objectives and project goals;
- generate and maintain active university-wide involvement and support, as well as ongoing communication regarding Title III program initiatives, progress, and achievements;
- work with senior administrators to ensure institutionalization of the project.

Dr. Boeke, as Activity Director, is also responsible for accomplishing the assessment task, providing day-to-day front-line management of the project, while working directly within the existing University governance structure to accomplish its objectives in a timely fashion. Dr. Boeke will also be responsible for renovation, science and laboratory equipment, and information technology. He will monitor continuing progress toward the implementation of learning communities and monitor and report on student persistence rates. He will also be responsible for arranging a systematic and institution-wide institutional research effort under the auspices of the Director of Assessment and Research. Regarding the assessment program, he will:

- oversee and monitor the progress of the Director of Assessment and Research;
- guide the faculty in the development and implementation of an assessment plan;

- establish feedback loops to key shareholders;
- ensure the focus remains on improvement, not accountability;
- evaluate the project according to the AAHE Principles of Good Practices for Assessment of Student Learning; and,
- monitor the timetable ensuring that activity objectives are met in a timely fashion.

Regarding the creation of new learning environments, he will:

- oversee and monitor the progress of the Director of Student Success;
- work directly with the chairpersons of the nursing, chemistry, biology and mass communications departments to insure appropriate renovation and equipment purchases are accomplished in a timely fashion;
- bring faculty, student development personnel and the Director of Student Success together to insure the creation of successful learning communities including the establishment of desired co-curricular "Houses" in the residence halls; and,
- guide the development of institutional research effort from the initial collection of data through the use of those data for institutional decision-making.

The Provost/Title III Coordinator/Activity Director and other Briar Cliff employees involved with the management or implementation of activities performed through the grant will focus their activities and interactions on both the Activity Implementation Plan and the annual Measurable Objectives. This will ensure timely progress toward the attainment of the goals presented in the University's Comprehensive Development Plan.

## **L. Evaluation Plan Narrative**

*Reader's Questions:* To what extent are the data elements and data collection procedures clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan?

*Reader's Question:* To what extent are the data analysis procedures clearly described and to what extent are they likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan?

Detailed and comprehensive evaluation is central to every element of Briar Cliff's Title III proposal. The evaluation process is designed to provide extensive and useful data.

In all instances, the data will be analyzed for its usefulness in assessing progress towards achieving objectives and for decision-making regarding future actions.

The Provost/Title III Coordinator, with the assistance of the Director of Assessment and Research, will collect relevant, appropriate, and adequate data for evaluation purposes.

All appropriate assessment measures, including surveys, reports, test results, existing and new course and program assessment strategies and rubrics, for example, will be used to assess the impact of the activities and measure progress toward meeting project objectives and ultimately attaining success in achieving the goals of the comprehensive development plan. Observations, interviews, anecdotes, and descriptive analyses will be used to "measure" those less tangible results that are key to Briar Cliff's success, for example, faculty and student attitudinal changes that might reflect changes in the learning environment.

Each of the major processes (such as assessment, developmental courses, co-curricular programs, and facilities/IT improvements) will involve record-keeping, through which progress will be documented. The following Data Elements and Indicators are

among those that will be used to verify activity progress and results. These will be collected by the Director of Assessment and Research and will be prepared for the Title III Coordinator/Activity Director and, as appropriate and possible, will be published on the University's intranet and Internet web sites on an on-going basis.

Data Elements and Data Collection Measures

Objectives	Data Elements and Indicators	Frequency of Collection	Originating Office
Increased Student Retention	<ul style="list-style-type: none"> <li>• Enrollment Management reports</li> <li>• Student withdrawals and reasons</li> <li>• "At risk" student GPA reports</li> <li>• Cohort retention data</li> <li>• Data on student involvement and adjustment</li> <li>• Enrollments, outcomes; and GPAs in Developmental Courses</li> <li>• Marketing materials, schedules and other communications about co-curricular opportunities and initiatives</li> <li>• Student Satisfaction Survey</li> <li>• Reports to the Board of Trustees</li> </ul>	each term each term 2ce per term each term monthly updates each term  each term  annually quarterly	<ul style="list-style-type: none"> <li>• Registrar</li> <li>• Dean Student Dev</li> <li>• Registrar</li> <li>• Registrar</li> <li>• Dir Student Success; Res Hall Staff</li> <li>• Registrar; faculty; Dir Assess &amp; Research</li> <li>• Dir Student Success</li>   <li>• Dean Student Dev</li> <li>• Provost; Dean Student Dev</li> </ul>
Increased Involvement in Applying Measures of Student Learning Outcomes and Measures of Institutional Effectiveness	<ul style="list-style-type: none"> <li>• Assessment Task Force minutes</li> <li>• Faculty syllabi</li> <li>• Reports and syllabi from Assessment Workshop/Conference attendees</li> <li>• Syllabi from faculty released to integrate assessment into courses and programs</li> <li>• Institutional Fact Book data &amp; data collection web sites</li> <li>• NCA assessment visit report</li> <li>• External evaluation</li> </ul>	each term each term annually  annually  annually and on-going after 2004-05 visit annually	<ul style="list-style-type: none"> <li>• Chair, Task Force</li> <li>• Provost's Office</li> <li>• Key faculty members selected for participation; Provost's Office</li> <li>• Provost's Office</li>   <li>• Dir Assessment &amp; Inst Research</li>   <li>• NCA visiting team</li> <li>• Dr. Mary Huba</li> </ul>
Classroom/lab and IT enhancements	<ul style="list-style-type: none"> <li>• Reports from facilities management</li> <li>• Reports from involved faculty</li>   <li>• <i>Cliff@ News</i> (student newspaper) stories</li> <li>• Construction Bids, Contracts, Invoices; Acceptance Sign-off</li> <li>• Equipment POs and Invoices</li> <li>• IT inventory</li> </ul>	monthly occasionally  occasionally occasionally  on-going on-going	<ul style="list-style-type: none"> <li>• Facilities Mgmt</li> <li>• Biology, Chemistry, Nursing, and Mass Comm faculty</li> <li>• Students/staff writers &amp; advisor</li> <li>• President; VP Finance; Provost</li>   <li>• Provost/Title III Coordinator</li> <li>• Dir Computer Center</li> </ul>

On-going formative evaluation will allow for timely adjustment of strategies and schedules, reallocation of resources, and revised managerial decisions to improve the Activity as it unfolds. The Title III Coordinator/Activity Director is responsible for

continual monitoring, monthly documentation of progress and analysis of data in relation to the activity timetables, reporting of unexpected and unintended results, as well as progress made in achievement of specific activity objectives. Simple completion of tasks will not automatically lead the staff to conclude that an objective has been fully attained. Valid assessment requires that the quality of performance as well as the degree to which completion of the activity moves Briar Cliff toward its goals will also be evaluated. Dr. Huba will visit Briar Cliff annually for the first four years of the grant to perform independent evaluation. She will visit with key Title III personnel, Briar Cliff administrators, faculty, and students, and will prepare reports on the process and progress of the activity. Her report will be included in the annual report to the Department of Education. Annual Assessment and Persistence Strategies Retreats will focus on internal measures and external evaluation of Title III strategies and progress, and provide an important forum to share and apply analysis and evaluation to shape future plans and strategies. These retreats will involve the President, Provost, key Title III personnel, and appropriate academic governance groups.

Summative evaluation will be conducted at the end of each grant year to assess and report progress in meeting the annual measurable objectives. The annual and final reports will present quantitative and qualitative evidence addressing activity outcomes and goal achievement as well as summarize the cumulative impact of the project on the University. Dr. Huba will prepare a final summative report on the process and progress of the activity that will be included in Briar Cliff's final annual report to the Department of Education.

The evaluation plan described above is comprehensive and yet flexible enough to

properly address the varied objectives. The results of Title III evaluation are directly related to university-wide assessment efforts and will be applied to future planning and related budget allocations.

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS TITLE III, HIGHER EDUCATION ACT OF 1965, AS AMENDED				ACTIVITY NUMBER		PAGE NUMBER		NUMBER OF PAGES		FORM APPROVED OMB NO. 1840-0114 EXP. DATE: 12/31/03		
ACTIVITY BUDGET (To be completed for every major activity for which funding is requested)												
1. Name of Applicant Institution: BRIAR CLIFF UNIVERSITY				Activity Title: PROJECT MANAGEMENT								
3. Budget Categories By Year		First Year		Second Year		Third Year		Fourth Year		Fifth Year		Total Funds Requested
Object Class	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested	% of Time	Funds Requested
SUB-TOTAL												
b. Fringe Benefits 25 %		-		-		-		-		-		-
c. Travel		2,020		2,020		2,020		2,020		2,020		10,100
d. Equipment		-		-		-		-		-		-
e. Supplies		750		750		750		750		750		3,750
f. Contractual		-		-		-		-		-		-
g. Construction		-		-		-		-		-		-
h. Other		-		-		-		-		-		-
i. TOTAL DIRECT CHARGES		2,770		2,770		2,770		2,770		2,770		13,850

**GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM**

Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved:

OMB No. 1840-0114

EXP. DATE : 12/31/03

**MANAGEMENT BUDGET INFORMATION**

**Name of Applicant Institution:** BRIAR CLIFF UNIVERSITY  
**Activity Title:** MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF  
NEW LEARNING ENVIRONMENTS

**REMARKS:****FUNDS REQUESTED, YEAR 1 - YEAR 5: 2002-2008**

<b>c. Travel</b>	2,020 annually	10,100
Travel to Title III meetings (Title III Coordinator, President and/or Title III Staff)		
Plane (560 r/t * 2 = 1,120)		
Room (100/day * 3 days * 2 rooms = 600)		
Board (50/day * 3 days * 2 people = 300)		
<b>e. Supplies</b>	750 annually	3,750
Office supplies, copying, printer toner cartridges, phone, and fax for Title III Coordination = 750		
<b>TOTAL DIRECT CHARGES, YEAR 1-5</b>		<b>13,850</b>





# U.S. DEPARTMENT OF EDUCATION

## BUDGET INFORMATION

### NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 02/28/2004

Name of Institution/Organization

**BRIAR CLIFF UNIVERSITY**

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

#### SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	53,333	61,200	62,424	63,672	64,944	305,573
2. Fringe Benefits	13,333	15,300	15,606	15,918	16,236	76,393
3. Travel	5,620	7,720	5,620	5,620	5,620	30,200
4. Equipment	66,089	66,020	6,045	6,000	64,470	208,624
5. Supplies	81,025	103,959	17,808	74,245	147,140	424,177
6. Contractual	-	-	-	-	-	-
7. Construction	95,221	-	198,000	133,000	-	426,221
8. Other	48,680	48,680	48,680	48,680	46,180	240,900
9. Total Direct Costs (lines 1-8)	-	-	-	-	-	-
10. Indirect Costs	-	-	-	-	-	-
11. Training Stipends	-	-	-	-	-	-
12. Total Costs (lines 9-11)	363,291	302,879	354,183	347,135	344,590	1,712,078

**GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM**  
Title III, Higher Education Act of 1965, as amended by Public Law 102-325

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**OTHER BUDGET INFORMATION**

**Name of Applicant Institution:** BRIAR CLIFF UNIVERSITY  
**Activity Title:** MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS

**REMARKS:** SUMMARY BUDGET INFORMATION: YEARS 1-5 2003-2008

**a. Personnel**

**BASIS FOR CALCULATING SALARY INCREASES**

Salary increases for full- and half-time employees are set at 2% per year based on the University's recent history of providing across-the-board raises to employees. During the past 5 years, raises have ranged from 0% to 5%.

**HIRING PRACTICES**

**The University's Non-Discrimination and Affirmative Action Policies / General Education Provisions Act (GEPA)**

Briar Cliff tolerates no discrimination on the basis of race, creed, color, sex, age, disability, or national origin in any of its policies, practices or procedures. This principle applied to but is not limited to, educational programs, admissions, activities, financial aid and employment policies.

Briar Cliff University is committed to the promotion of justice and compassion for all persons. For this reason, discrimination in any form is unacceptable on campus. If any group or individual engages in this type of behavior at university events, they will be asked to leave immediately. Briar Cliff University commits to an educational process that promotes justice and compassion. Effective educational programs that foster diversity and understanding of differences are a high priority for the University.

Briar Cliff University pledges equal employment in all personnel actions including recruitment, hiring, training, transfers, promotion, compensation and benefits. Furthermore, the university ensures equality in the education of students, student recruitment, financial aid, placement, access to facilities, services to students and student organizations.

Briar Cliff measures itself continually against benchmark objectives so as to move its educational and employment posture aggressively toward full and equal participation of all students and employees in the opportunities at the University. The President and all administrators must implement this policy.

Address questions regarding the above policy or possible complaints of discrimination to the following designated university official to coordinate efforts to comply with the Department of Education regulations, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of the 1972, and Section 504 of the Rehabilitation Act of 1973: Janeen Kammerer, Interim Vice President of Finance, Noonan Hall, 279-5504.

**The University's Hiring Procedure:**

1. Any department needing to fill a vacant position or a newly created position must submit a request to their vice president that includes the title of position available, a current job description and rationale for hiring.
2. All staffing requests are sent to the President for approval.
3. The department making the request is then informed of the President's decision. If the go ahead is given the director of human resources is contacted to begin the recruitment process.
4. HR notifies the community of the position opening and subsequently places ads in various local, regional or national publications for distribution. (This might include the Chronicle of Higher Education, the Sioux City Journal, the Omaha World Herald, the Des Moines Register, the Sioux Falls Argus Leader and the Minneapolis Star Tribune.)
5. Once applications begin to arrive they are either sent directly to HR for acknowledgement or to the department doing the recruiting. Eventually, all applications are sent to HR for processing. All applications are placed on electronic file where they are classified for AA/EOE purposes, letters of response are then sent out to candidates by HR along with all AA/EOE material and a return envelope.
6. After processing the applications they are sent back to the department doing the recruiting. The department is then responsible for creating a search committee or involving appropriate individuals to screen and interview all applicants.
7. In the meantime, all AA/EOE material is sent to HR. Once the screening process begins HR is invited to talk to the search committee to discuss proper hiring practices. Issues of discrimination, affirmative action, etc. are discussed.
8. Once selections of applicants to be invited for interviews are made, the chair of the search committee contacts HR to make any needed travel arrangements. Candidates are either flown in, with BCU paying travel expenses, or candidates drive in and are reimbursed for mileage.
9. Candidates interview with the search committee, or the appropriate individuals, and the director of HR to discuss compensation and benefits. Faculty candidates are expected to make a teaching presentation in addition to interviewing.
10. All references are checked either by HR or by the chair of the search committee or appropriate individuals.
11. At the conclusion of the interviewing process, the appropriate individual makes a recommendation to hire.
12. The conclusion of the process is a letter from HR department, notifying candidates that the position has been filled.
13. All AA/EOE material is kept on file in the HR department.
14. Dept. of Ed. GEPA regulations regarding the provision of equitable access for both students and employees will be honored and met, along with AA/EOE, ADA, and other Federal non-discrimination/equal access legislation affecting participation in Dept. of Ed. Grants at Briar Cliff University.

**GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM**

Title III, Higher Education Act of 1965, as amended by Public Law 102-325

Form Approved:

OMB No. 1840-0114

EXP. DATE: 12/31/03

**OTHER BUDGET INFORMATION**

**Name of Applicant Institution:** BRIAR CLIFF UNIVERSITY  
**Activity Title:** MAXIMIZING STUDENT RETENTION THROUGH ASSESSMENT AND THE CREATION OF NEW LEARNING ENVIRONMENTS

**b. Fringe Benefits****BASIS FOR CALCULATING FRINGE BENEFITS**

	Actual 2001-02	Percent of Salary	
Tuition Remission	\$ 229,695	.043	4.3%
Workers' Compensation	29,083	.005	0.5%
Retirement	179,396	.034	3.4%
Medical	246,986	.080	8.0%
Life & Disability	26,682	.005	0.5%
Flexible Benefits & Other Benefits	27,680	.005	0.5%
Payroll Tax	<u>369,965</u>	<u>.070</u>	<u>7.0%</u>
	\$1,289,487	.243	24.3%

Briar Cliff will apply a rate rounded to 25%.

**c. Travel****MILEAGE REIMBURSEMENT POLICY**

Use of personal cars for work-related travel is reimbursed by Briar Cliff University @ \$0.325/mile. The University reimburses actual expenses and does not reimburse based on per diem rates. Per diem rates are included in the Title III budgets as the University's best estimates for projected expenses.

**d. Equipment and Supplies****PROCUREMENT PRACTICES FOR EQUIPMENT AND SUPPLIES**

- Cash purchases of \$50 or less are reimbursed upon receipt of a paid invoice and a completed "Authorization for Payment" form. Reimbursement will be made in cash.
- A purchase order must be used for all purchases charged to Briar Cliff. Signatures must be obtained and the Purchase Order number assigned before the order is placed.
- Required Signatures for Purchase Orders:
  - Up to \$499 - Requester and Department Head
  - \$500 to \$4,999 - Requester, Division Vice-President, and the Vice President for Finance.
  - \$5,000-up - Requester, Division Vice President, the Vice President for Finance, and the President.

**COMPETITIVE BIDDING**

It is the policy of Briar Cliff University to let bids for construction, renovation, repair, maintenance, equipment and service contracts valued over \$5,000.00. Informal bids are received for purchases over \$500.00.

**LOCAL PURCHASE OF SERVICES AND EQUIPMENT**

Briar Cliff University encourages local patronage. In bidding situations where there might be a local contender involved, an effort is made to ensure that the company is notified and has a chance to respond. Priority may be given to a local bid when it falls within 5% of the lowest bid.

**e. Other****POLICIES FOR SELECTION AND PAYMENT OF CONSULTANTS**

The President and/or divisional Vice President approve the hiring of consultants. The President and/or divisional Vice President are involved in the discussions concerning potential candidates, their payment and contracts. The Vice President of Finance approves all payments over \$500.00 and signs all contracts.



REFERENCE : PO31A030225

March 5, 2003

Mr. Thomas Boeke  
Briar Cliff University  
3303 Rebecca Street  
PO Box 2100  
Sioux City, IA 51104-2100

RE: IA030305-240

Dear Mr. Boeke:

The Iowa State Clearinghouse has performed the required review of your grant application for the Strengthening Institutions Program funding in accordance with the Iowa Intergovernmental Review System.

The review:

- did not generate any comments from those who examined the file.
- found no serious environmental problems which may result from the project or program.
- indicated that the proposal conforms to pertinent planning to this area.
- did not show that the proposal would result in duplicating any existing activity or project.

The Clearinghouse is pleased to recommend that the application be approved for funding. A copy of this letter must be sent to the federal agency as evidence that the review has been performed.

Sincerely,

Steven McCann  
Federal Funds Coordinator  
515/242-4719  
SRM:rao

Thomas J. Vilsack, Governor

Sally J. Pederson, Lieutenant Governor

Michael T. Blouin, Director

200 East Grand Avenue, Des Moines, Iowa 50309

Phone: 515.242.4700

Fax: 515.242.4809

[www.iowasmartidea.com](http://www.iowasmartidea.com)

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

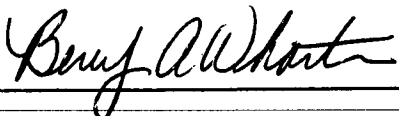
**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. ☐☐ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. ☐☐ 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. ☐ 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. ☐☐ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) ☐☐ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. ☐☐ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ☐ 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. ☐☐ 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. ☐☐276a to 276a-7), the Copeland Act (40 U.S.C. ☐276c and 18 U.S.C. ☐☐874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. ☐☐ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. ☐☐1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. ☐☐7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. ☐☐1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. ☐470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. ☐☐469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. ☐☐2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. ☐☐4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, ☐ Audits of States, Local Governments, and Non-Profit Organizations. ☐
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE President	
APPLICANT ORGANIZATION Briar Cliff University		DATE SUBMITTED 9/9/03

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER  
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

**1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER  
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE  
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide

notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

3303 Rebecca Street

Sioux City, IA 51104

Woodbury County

Check ☐ if there are workplaces on file that are not identified here.


**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT <b>Briar Cliff University</b>	PR/AWARD NUMBER AND / OR PROJECT NAME <b>P031A030225</b>
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE <b>Beverly A. Wharton, President</b>	
SIGNATURE 	DATE <b>9/9/03</b>